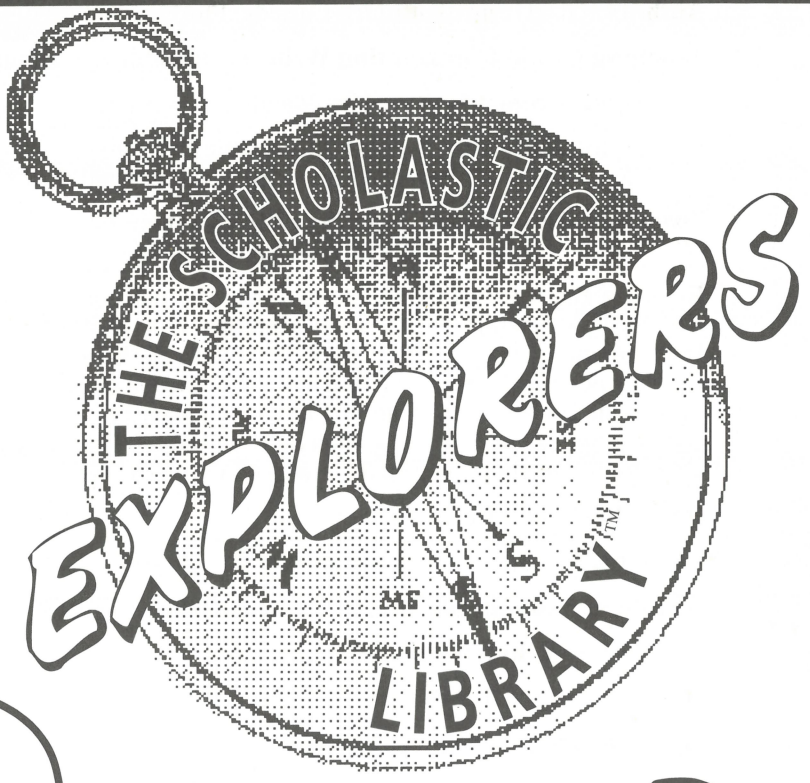
READING EXPLORERS™

VOLUME 1

by **Gila Gevirtz**
with **Jack Cassidy,**
Millersville University of Pennsylvania, former President, International Reading Association



SCHOLASTIC

Authors: Gila Gevirtz with Jack Cassidy, Ph.D.

Teaching Guide Contributing Writers: Deborah Kovacs and Pat Relf

Twistaplot Project Editor: Lisa Mandel

Twistaplot Authors: *A Night at Fleener's*: Pat Relf
Word War: Mark Malamud and Susan Hautala

Twistaplot Illustrators: *A Night at Fleener's*: Paul Kuhrman
Word War: Catherine Tower

Reading Explorers Field-testers: *Jeff Holte*, Instructional Technology Consultant, Hopkins and Eden Prairie Schools, Hopkins, MN; *Karen K. Hull*, Reading Specialist, Wilson School District, West Lawn, PA; *David M. Kelman*, Chapter 1 Teacher, Chelsea School District, Chelsea, VT; *Pam Kinnaman*, Classroom Teacher and Mentor in Technology, Whittier City School District, Whittier, CA; *Arlene Meter*, Reading Specialist, Hamburg Area School District, Hamburg, PA; and *Doris E. Parker*, Classroom Teacher, District 5, New York City, NY.

Publisher: Peter Kelman

Director, Product Development: Amy E. McKinley

Production Manager: Pamela Keenan Foster

Production Editor: Miriam Berg Varian

Cover Design: MKR Design

Book Design: Black Sheep Studios

Scholastic Inc.

New York Toronto London Auckland Sydney

Reading Explorers copyright © 1991 by Scholastic Inc. A Night at Fleener's copyright © 1989, 1990 by Scholastic Inc. Word War copyright © 1989, 1990 by Scholastic Inc.

All rights reserved. Printed in the U.S.A. Published by Scholastic Inc.

Notice: This work is fully covered by the Copyright Law of the U.S. (Title 17 of the U.S. Code) and the Universal Copyright Convention. Unauthorized copying is strictly prohibited.

Apple and Apple IIGS are registered trademarks of Apple Computer, Inc. Bank Street Writer is a registered trademark of Bank Street College of Education. Reading Explorers, The Scholastic Explorers Library, and Twistaplot are trademarks of, and Scholastic SuperPrint and Story Tree are registered trademarks of, Scholastic Inc.

ISBN 0-590-84725-2

12 11 10 9 8 7 6 5 4 3 2 1 1 123456/9

CONTENTS

Introduction 1
Exploring Reading 4
Implementing the *Reading Explorers* 14
User Instructions 21
Scope and Sequence 22

A Night at Fleener's

Background Information 25
Independent Reading 26
Layout of Fleener's Department Store 27
Student Tips 28
Lessons
- Lesson 1 30
- Lesson 2 32
- Lesson 3 34
- Lesson 4 36
- Lesson 5 38
- Lesson 6 40
- Lesson 7 42
- Lesson 8 44

Word War

Background Information 47
Independent Reading 48
Student Tips 50
Lessons
- Lesson 1 52
- Lesson 2 54
- Lesson 3 56
- Lesson 4 58
- Lesson 5 60
- Lesson 6 62
- Lesson 7 64
- Lesson 8 66

Map of Truism 68

Appendix 69

INTRODUCTION

Welcome to the *Reading Explorers*™ series, another selection from THE SCHOLASTIC EXPLORERS LIBRARY™. In the spirit of all programs in the LIBRARY, the *Reading Explorers* presents learning as an exciting journey filled with adventure and discovery.

The "uncharted territory" in the *Reading Explorers* is a series of Twistaplots™—high-interest reading adventures in which students select their own paths through branching stories. These motivating programs provide students with a variety of opportunities in which to **make decisions** that affect the story line, **identify the main idea** and **supporting details, draw maps, take notes,** and apply many other **reading, writing,** and **problem-solving** skills.

Furthermore, as "reading explorers," students also apply many of the same strategies real-life explorers use. For example, they

- build on their **prior knowledge**
- apply a variety of **critical-thinking skills**
- **self-check** their work as they progress
- **collaborate** and **brainstorm** with peers to develop effective **problem-solving strategies**, and
- **log** and **communicate** their discoveries in a variety of **media**

Each volume of the *Reading Explorers* contains two Twistaplots on one disk and a Teaching Guide that includes eight one-page Explorer's Logs (activity sheets) and eight corresponding one-page teacher-directed Lessons for each of the two Twistaplots.

As many educators have learned through experience, students who might not be willing to read material in print become highly motivated to succeed at computer-based programs. For this reason, the Twistaplots comprise the series' core reading materials. Indeed, these previously published adventures were chosen because they have been used successfully in classrooms

throughout the country to raise student interest and skill in reading. In fact, the Twistaplots' motivating style, the high level of interaction, and the strong context clues improve students' interest in reading as well as enhance their skills.

Another special feature of Twistaplots is that the feedback is intrinsic rather than extrinsic to the reading experience. This means that the story progresses based on student input. If students do not comprehend what they read, their input will not be appropriate. Therefore, it will not lead to the successful resolution of the plot.

In short, Twistaplots motivate students to develop strong comprehension skills. Students place a value on succeeding in Twistaplots and thus, by extension, they begin to value comprehension skills. For this reason Twistaplot activities are **student-centered** in nature and lead to student success.

The Explorer's Logs complement the software by providing activities that guide students through the reading process. The Logs were designed to help fourth- through sixth-grade students better comprehend the Twistaplot adventures and to develop in the students the necessary skills and strategies to become independent readers. Each Twistaplot has a set of Logs that provides the following support:

Explorer's Log 1 stimulates **prior knowledge** and helps students make **predictions**.

Explorer's Log 2 encourages students to use context clues and word-identification strategies to define **vocabulary** words.

Explorer's Log 3 assists students in **organizing information** through the use of tools such as **graphic organizers** (*e.g.*, story maps and semantic webs), outlines, and lists.

Explorer's Logs 4, 5, and 6 guide students through a series of questions that leads them from the simple recall of facts to **higher levels of comprehension** such as drawing conclusions and understanding cause-and-effect relationships.

Explorer's Log 7 provides a **writing activity** in which students can reflect on and clarify their understanding of what they've read.

Explorer's Log 8 extends student knowledge across the curriculum to **content areas** such as science, social studies, art, and sports.

The Lessons that accompany each of the Explorer's Logs offer teacher guidance on how to implement Log activities. The Lessons also provide answer keys and alternative teaching

strategies and tips, with special emphasis on how **collaborative learning strategies** can be introduced when students work at the computer or on their Logs. Extension activities are also included in each Lesson.

The **Scope and Sequence** of reading and writing skills that are developed by this volume of the *Reading Explorers* is shown on pages 22–23 of this Teaching Guide. However, it is suggested that you first read "Exploring Reading" and "Implementing the *Reading Explorers*" (on pages 4–20). These sections will help you understand why this series was developed and how to best use the program materials.

Best wishes to you and your students as you discover a world of successful learning adventures!

EXPLORING READING

By Jack Cassidy, Ph.D.

I first asked the question, "How do I teach reading?" more than two decades ago when, as a beginning teacher, I looked apprehensively at my first class of young students. Over time, I became more experienced and capable and I thus learned to ask a more basic question—*What is reading?*

The following essay explores what reading is and how it can be taught by integrating the most up-to-date knowledge we have on learning theory with the capabilities of computer technology and the expertise of talented teachers.

What Is Reading?

Over seventy years ago, the noted educational psychologist E.L. Thorndike (1917) defined **"reading"** as **"reasoning"**.... "[It is] like solving a problem in mathematics. It consists of selecting the right elements of the situation and putting them together in the right relations, and also with the right amount of weight or influence or force for each....[The mind] must select...and organize, all under the influence of the right... purpose or demand."

After Thorndike's studies, there was a tacit understanding among authorities in the field that comprehension of the printed page was the essence of the reading process. However, in subsequent decades researchers engaged in a wide range of research activities involving other aspects of reading instruction. And it wasn't until the early 1970s that researchers once again began to consider the importance of reading as comprehension, as a thinking process.

In fact, significant changes in research were not really evident until 1976, when the National Institute of Education issued a contract to the University of Illinois to form the Center for the Study of Reading. The contract stipulated basic research on the processes underlying the development of reading comprehension. Thus, in the years since 1976, there has been once again an

unprecedented amount of research on reading as **thinking**, as **problem solving**, as **comprehending**.

The Definition of Reading

Basically, the research on reading comprehension in recent years has resulted in a new definition of reading. Reading is now defined by most authorities as an **interactive process** in which readers are constantly trying to construct meaning as they interact with text. There are three basic components crucial to this reading process: the reader, the text, and the context or environment in which the reading act takes place (Monohan and Hinson, 1988).

The key word in this new definition is *interaction*. As they begin reading a selection, readers bring with them a storehouse of knowledge about the subject. They know most of the language of the selection; they know something about the structure of the story; and they know most of the concepts presented. As they read, or explore, the text, they try to integrate the new knowledge presented in the text with what they already know. They are constantly making decisions about information: "Is this important?" "Is this information consistent with what I already know?" "What am I likely to find next as I explore this new text?" "Did I miss any important details in my exploration?" Thus, for good readers, reading is truly an exploration — an adventure in which they are discovering new ideas, making decisions, and making every effort to store new information as they continue to "travel" through the text.

It is this image of the reader as a critical thinker, constantly interacting with text, that inspired the development of the *Reading Explorers*. Indeed, Twistaplots are structured so that the reader constantly interacts with the text by making a physical response at critical decision points. This decision or response affects the outcome of the narrative as well as the reader's storehouse of knowledge about the adventure.

The Components of Reading

As was stated earlier, the new definition of reading identifies three crucial components in the reading process: the reader, the text, and the context. While in previous decades the literature on reading generally gave primary importance to the text, recent research has focused on the reader.

The Reader To every reading task, each individual brings a background of experience, a storehouse of prior knowledge or, in psychological terms, *schemata* about the passage as a whole.

While every individual's schema (singular of *schemata*) may have some similar characteristics, each person's schema also has some unique properties. For instance, when I think of the word *house*, I generally conjure up what may be a fairly universal definition — "a building that serves as a shelter for a family." However, the visual images of houses that are part of my prior knowledge are probably quite different from the pictures that are part of an Alaskan Eskimo's schema of *house*.

Thus, before the child reads, it becomes the job of the teacher to help activate that child's prior knowledge about the passage to be read. Prior to reading, the child should be asking, "What do I already know about this subject?" "What kind of story is this going to be?" "Have I ever read anything like this before?" In the *Reading Explorers*, this activation of a child's prior knowledge is accomplished through Explorer's Log 1 and the accompanying Lesson. In this Log, students are introduced to a variety of tasks designed to activate the schemata that the student has concerning the subject of the Twistaplot in question. Students may be asked to predict the content of the adventure; they may be supplied with additional information needed for comprehension of the story; or they may be asked to recall what they already know about the topic. All of these are valid exercises to help readers develop the mental set to comprehend the narrative.

The Text An important factor that contributes to the student's total involvement in the text is the fact that in a Twistaplot adventure, the hero is actually the reader. Furthermore, the text itself also plays an important part in the interactive process. All Twistaplots follow the same format—that of a mystery or of a problem-solving adventure. The hero/reader of the story is presented with a problem in a specific setting and given some clues as to how to effect the solution to the problem. However, unlike most mysteries, the text can be read several times because each decision of the hero/reader brings a slightly different "twist in the plot."

As an aid to help the reader better understand the narrative, the Explorer's Logs and the accompanying Lessons provide the teacher with activities to help students develop the vocabulary and the comprehension strategies needed to understand the story and, it is hoped, to comprehend other narratives as well.

The Context The context in which the reading takes place also figures into the interactive comprehension process. Mysteries have been found to be of high interest to intermediate and junior high students. This intrinsic interest coupled with the fascination most students have for computers helps to guarantee that the *Reading Explorers* context will be highly enjoyable for the majority of readers.

The Relationship of Reading to Writing

Although the processes of reading and writing both involve the student in constructing meaning (Tierney and Pearson, 1983), the relationship between the two processes is not as direct as authorities once supposed (Shanahan, 1988). However, writing can help students clarify and expand their thoughts after reading. Perhaps one reason this relationship has not been fully verified by past studies is that the means of assessing reading and writing have been quite different. With the recent demand for performance-based and/or portfolio assessment (Wolf, 1989), it is inevitable that this relationship will become clearer. Increasingly, teachers and school districts are assessing students by having them write about what they are reading.

The Twistaplots and the accompanying Explorer's Logs provide students with many opportunities to write. While reading a Twistaplot at the computer, students will be engaged in functional writing activities such as note-taking and simple outlining. Afterwards, Explorer's Logs 7 and 8 provide noncomputer activities to encourage writing of creative fictional narratives, summarizing, and expository writing. Writing activities related to other subjects in the curriculum also are provided. If these activities are implemented with the Twistaplots and throughout the curriculum, it is inevitable that students will be both better readers and better writers.

How Can Reading Best Be Taught?

The literature on how reading can best be taught is voluminous and impossible to cite in a limited number of pages. Some of the most important research has focused on effective strategies for both teachers and students. Examples of these strategies include questioning techniques, use of graphic organizers, and collaborative learning. Furthermore, most authorities agree that reading skills can be clustered in three general areas: **vocabulary, comprehension,** and **study skills**. Thus, the goal of reading instruction in recent years has been to make students strategic readers so that they can acquire the necessary skills to make them truly proficient learners.

Scope of Reading Skills

Vocabulary, comprehension, and study skills are the three skill areas in reading that are developed in the *Reading Explorers* Twistaplots. They are also the focus of the supporting instructional materials.

Vocabulary is an important factor in many aspects of human functioning. Some estimates contend that it accounts for 80% of what we call reading comprehension; it is also a crucial component in most measures of intelligence.

Generally, we automatically retrieve vocabulary meanings from our prior knowledge. Words become part of that prior knowledge through repeated exposure to the word in a variety of contexts and through use of both receptive language (reading and listening) and expressive language (speaking and writing). Elaborated word knowledge is developed by exposing students to a wide variety of synonyms, antonyms, and words with related meanings: linking the known to the unknown.

When students encounter a word that is not part of their prior knowledge, it is hoped that they will make use of internal (**structural analysis**) and external **context cues** (the words surrounding the unknown word) as well as outside resources (dictionary, thesaurus, other people) to ascertain the meaning of the word (Johnson and Pearson, 1984). Thus, for each Twistaplot, there is at least one vocabulary activity (Explorer's Log 2 and the accompanying Lesson).

The purpose of these activities is threefold:

1. To provide opportunities to see and use the target word in a variety of contexts through application of both receptive and expressive language functions.
2. To provide students with opportunities in which to use both internal and external context strategies.
3. To elaborate on a student's word knowledge.

Levels of Understanding/Comprehension can be developed through the use of **probing questions**. A skillful teacher using carefully developed materials can offer questions that lead students to develop new and higher levels of reading comprehension and insight.

Unfortunately, research has long supported the fact that teachers tend, for the most part, to ask relatively low-level, literal questions (Guszak, 1967; Durkin, 1978-1979,1981). Correspondingly, recent editions of the National Assessment of Educational Progress (NAEP) affirm that students do less well when called upon to answer higher level questions or perform more complex reading tasks (Applebee, Langer, and Mullis, 1988). Because of this problem, various educators have responded with fairly elaborate hierarchies of thinking behaviors. These hierarchies have been designed to inform teachers of the higher levels of questions (Bloom, 1956; Guzak, 1967; Barrett, 1976). Pearson and Johnson (1978), however, decided to simplify

these hierarchies, or taxonomies, by elaborating on the work of Edgar Dale.

Dale had classified the kinds of knowledge a good reader gained from reading: information that was "on the lines" (literal knowledge directly stated); information that was "between the lines" (author's inferred meanings); and information that was "beyond the lines" (drawn mainly from one's own experience). Accordingly, Pearson and Johnson (1978) developed their own simplified taxonomy of questions: textually explicit questions (TE); textually implicit questions (TI); and script-implicit questions (SI), which require students to draw on their prior knowledge. Raphael (1986) later refined this taxonomy and made it more comprehensible to students.

The importance and interrelatedness of the levels of questioning were also confirmed by the authors of the landmark report *Becoming a Nation of Readers* (Anderson *et al*, 1985); they concluded:

> *When questions about details are asked, usually they should be links in a chain of questions that lead to an inference about a hard-to-understand part of the passage or an understanding of the selection as a whole.*

Thus, teachers should not ask a question like, "What color is the main character's hair?" unless it is going to be followed by a question such as, "Why is the color of the main character's hair important to the story?" Sometimes, the teacher will want also to ask a question such as, "What would be the effect on the story if you changed the color of the main character's hair?" Students are then afforded an opportunity to see why all these details are important to a selection and to make informed judgments about the author's purpose.

In the *Reading Explorers*, we have tried to adhere to this three-level hierarchy of teacher questioning, particularly in Explorer's Logs 4, 5, and 6. **Literal questions** about important details are asked and these usually lead to **inferential questions** about an important part of the Twistaplot adventure. When appropriate, students also are asked **critical/creative questions** that are designed to expand the students' critical thinking skills and link their present reading to their prior knowledge.

Study Skills is a general term for those strategies that help a person read or listen for specific purposes with the intent to remember. In the *Reading Explorers* series, strategies that help a student to **follow directions** and to recall the **sequence** of events are particularly important. Other important strategies are **note-taking, outlining, using graphic aids,** and **using reference**

sources. All of these study skills are, in some way, practiced throughout the Twistaplots and in the Explorer's Logs with their accompanying Lessons.

Collaborative Learning

The value of organizing students in small groups or teams has become increasingly apparent. Called collaborative or cooperative learning, this strategy has been beneficial in many curriculum areas (Slavin, 1987; Golub *et al*, 1988; Jongsma, 1990). Essentially, the strategy involves grouping students, often pupils of differing abilities, to complete a specific task. **Brainstorming** and **role-playing** are two examples of activities that could be conducted by the group. Through this group interaction, pupils can gain insight into the thinking of their peers and also can learn valuable group socialization skills.

Preliminary findings suggest that collaborative learning can enhance the achievement of all students. However, it is particularly effective in helping children with learning difficulties to enhance their self-concept (Slavin, Madden, and Stevens, 1989-1990).

Each *Reading Explorers* adventure has at least one task specifically designed for collaborative learning. However, depending on the needs of the students and the demands of the curriculum, virtually all the activities could be done cooperatively; this would even include sharing the monitor as students read the Twistaplot.

Graphic Organizers

Another strategy that has proved effective in school settings is the use of graphic organizers (Boothby and Alvermann, 1984). A graphic organizer is defined (Cassidy, 1989) as: "a cognitive map in which important aspects of a concept, topic, or unit of study are identified and arranged in a visual pattern with appropriate labels."

Graphic organizers can have a variety of different shapes and names. Some of the more common graphic organizers are the story map, the structured overview, the semantic web, and the Venn diagram. Graphic organizers can be used by teachers to present new information or as a review (Cassidy, 1989). They also can be constructed by students (Jones, Pierce, and Hunter, 1988-1989) for the same purposes.

Preliminary research seems to indicate that graphic organizers are effective in helping students organize and remember information (Boothby and Alvermann, 1984). For this reason, their use became an integral part of the design of the *Reading Explorers*.

Students will use graphic organizers extensively as they work through the Twistaplots, especially to help them map out where they have been and chart what critical information they have learned. Explorer's Log 3 and the accompanying Lesson were designed specifically to help students develop facility with this strategy. In some cases, the graphic organizer consists of a simple map of the setting that the student draws; in other cases, the graphic organizer is a more generic visual, such as a story map or a semantic web. In all these instances, students receive valuable practice in the use of a very practical study strategy.

Epilogue

In the last twenty years, I have learned many answers to the question that I first asked as a beginning teacher. I now know that reading is an interactive process between the reader, the text, and the context of the reading act. I know that readers are like explorers venturing over new terrain, but carrying with them a storehouse of information that will be augmented as they continue their exploration.

Also, research has shown me that there are many effective strategies that can be used with these student explorers. In addition, there are many important skills to be developed to make the youngsters better explorers in the future. Most of all, I have learned that effective teaching of reading involves interaction between skillful, sensitive teachers and quality materials. Although I may be somewhat biased, I believe that the *Reading Explorers* Twistaplots, the Explorer's Logs, and their accompanying Lessons exemplify some of those quality materials.

These materials embody what we now know about the process of reading and what we know about effective instruction in reading. I am proud to be one of the authors of this series. Furthermore, over the past twenty-some years I have learned that America has a vast supply of stellar teachers capable of effectively using these materials, and others like them. In the years to come, I do believe that our country will indeed become "a nation of readers."

Bibliography

Anderson, R.C., Hiebert, E.H., Scott, J.A., and Wilkinson, I.A.G. (1985). *Becoming a nation of readers.* Washington, D.C.: National Institute of Education.

Applebee, A.N., Langer, J.A., and Mullis, I.V.S. (1988). *Who reads best.* Princeton, N.J.: Educational Testing Service.

Barrett, T. (1976). Taxonomy of reading comprehension. In Smith, R., and Barrett, T.C. *Teaching reading in the middle grades.* Reading, Mass: Addison-Wesley.

Bloom, B.S. (Ed.) (1956). *Taxonomy of educational objectives: Handbook 1: Cognitive domain.* New York: Mckay.

Boothby, P.R., and Alvermann, D.E. (1984). A classroom training study: The effects of graphic organizer instruction on fourth graders' comprehension. *Reading World* 23(4), 325-339.

Cassidy, J. (1989). Using graphic organizers to develop critical thinking. *Gifted Child Today* 12(6), 34-36.

Durkin, D. (1978-79). What classroom observations reveal about reading comprehension instruction. *Reading Research Quarterly* 14, 481-533.

Durkin D. (1981). Reading comprehension instruction in five basal reading series. *Reading Research Quarterly* 16, 515-544.

Golub, J., *et al.* (Eds.) (1988). *Focus on collaborative learning: Classroom practices in teaching English.* Urbana, Ill.: National Council of Teachers of English.

Guszak, F. J. (1967). Teacher questioning and reading. *The Reading Teacher* 21(3), 227-234.

Johnson, D.D., and Pearson, P.D. (1984). *Teaching reading vocabulary.* New York: Holt, Rinehart and Winston.

Jones, B.F., Pierce, J., and Hunter, B. (1988-89). Teaching students to construct graphic representations. *Educational Leadership,* 46 (4), 20-25.

Jongsma, K.S. (1990). Questions & answers: Collaborative learning. *The Reading Teacher* 43 (4), 346-347.

Monohan, J., and Hinson, B. (1988). *New directions in reading instruction.* Newark, Del: International Reading Association.

Pearson, P.D., and Johnson, D.D. (1978). *Teaching reading comprehension.* New York: Holt, Rinehart and Winston.

Raphael, T.E. (1986). Teaching question-answer relationships revisited. *The Reading Teacher* 39, 400-404.

Shanahan, T. (1988). The reading-writing relationship: Seven instructional principles. *The Reading Teacher* 41(7), 636-646.

Slavin, R. (1987). *Cooperative learning: Student teams.* Washington, D.C.: National Education Association.

Slavin, R.E. , Madden, N.A., and Stevens, R.J. (1989-1990). Cooperative learning models for the the 3 R's. *Educational Leadership* 47 (4), 22-28.

Thorndike, E. L. (1917). Reading as reasoning: A study of mistakes in paragraph reading. *Journal of Educational Psychology* 8(6), 323-332.

Tierney, R., and Pearson, P.D. (1983). Toward a composing model of reading. *Language Arts* 60, 568-581.

Wolf, D.J. (1989). Portfolio assessment: Sampling student work. *Educational Leadership* 46(7), 35-39.

IMPLEMENTING THE *READING EXPLORERS*

The *Reading Explorers* can be used in a variety of ways. For example, whether in a computer lab or classroom setting, you can form small groups in which students work collaboratively to complete a Twistaplot. Or you can assign a Twistaplot and Explorer's Logs to individual students who are already independent readers but would benefit from the opportunity to apply their higher level comprehension skills and to structure their thinking as they read. You can use the Explorer's Logs to present teacher-directed Lessons to the entire class. Or you can choose to assign the Logs on an as-needed basis to individual students or small groups.

You are the one who can best decide how to use the program materials, based on your own teaching style and knowledge of your students. To help you make the choices that will best suit your situation, this section of the Teaching Guide offers suggestions on some of the ways you can implement the *Reading Explorers.*

The Four Steps in Implementation

Listed below are the four basic steps for implementing the *Reading Explorers* in your classroom.

1. Familiarize yourself with the Twistaplot by reading the introductory materials in this Guide, in particular the "Background Information" and "Student Tips" (see pages 25 and 47), and by using the software.
2. Look through the Lessons and Logs and select and duplicate those you want to use.
3. Introduce your students to the *Reading Explorers.*
4. Have your students begin working on the Twistaplot and assign Logs as appropriate.

The next two sections offer concrete strategies for implementing the Twistaplots and ancillary materials.

Twistaplots

Each Twistaplot can be used several times by students. Different versions of the same Twistaplot offer variety; for this reason, students can repeat an adventure in order to improve their reading and thinking strategies without becoming bored. (Research has long supported the positive value of repeated reading in improving students' reading fluency and comprehension.) Each improvement enables the students to complete the Twistaplot with greater efficiency or success. Listed below are some suggestions on how you can enrich your students' learning experiences.

Role-Playing

One of the best strategies by which to help students actively apply comprehension skills is to encourage them to role-play as they work through the Twistaplots. To accomplish this, you might divide your class into groups of four students and assign roles to each student. For example, in every group there could be a Goal Keeper, a Notetaker, a Map Maker, and a Reasoning Challenger.

Each role should be clearly defined in terms of the responsibilities it carries. These responsibilities should be clearly explained to the students. In the example, the job of the *Goal Keeper* would be to make sure that everyone has read, understands, and agrees on what the **main idea** and **goal** of the Twistaplot are; the *Notetaker* would be in charge of **identifying** and **recording** important **story details**; the *Map Maker* would be responsible for **organizing information**; and the *Reasoning Challenger* would be the student who, at each step, must **evaluate** whether the team members' **decisions are reasonable** and useful in achieving the Twistaplot goal.

The more experience students gain in taking on the different roles, the better able they will be to **internalize the roles and monitor themselves** when they read independently. However, this does not mean that teamwork and formal role-playing should be stopped once students internalize the roles. Group work and role-playing provide outstanding opportunities for the refinement of **oral language and social skills**. Team collaboration should be nurtured frequently.

Superheroes Clubs and Interviews

Twistaplots are challenging and are written to make students who work on them feel like heroes. To increase the **motivational**

value of these programs, you can form a Twistaplot Superheroes or Supersolvers Club for students who have successfully completed one or more adventures. As members of the club, students can take on the responsibility of **peer tutoring**, helping other students who are working on the adventures.

Another way of building on the motivational power of Twistaplots is to have students conduct interviews of Twistaplot Superheroes (or any student who has completed a Twistaplot). For additional motivation, these oral language activities can be structured around "television" or "radio" interviews. Questions can be posed about the reading and critical-thinking skills the Superhero used that enabled him or her to successfully complete the Twistaplot. Additional questions can be posed regarding other situations in which the student has successfully used these skills (*e.g.*, gathering and organizing information from reference books when writing a report; sequencing the steps of a science experiment).

As with real TV and radio interviews, the program interviewer should, in advance, provide the interviewees with the questions that will be asked so that they can outline their responses prior to the interview. As a lively backdrop to the show, a banner could be hung that says, "Welcome Twistaplot Superheroes."

If you have an audio or videotape recorder, these interviews can be recorded and played back over the school's public address system or presented to another class, administrators, or your PTA. Another option is to have students work as reporters who take notes at these events and then write articles that are published in a class or school magazine or newspaper.

All these strategies can help you integrate the key skills of reading, writing, and thinking with those of oral communication and creativity. Most importantly, you can be confident that your students will want to succeed because of the **student-centered** nature of Twistaplots!

Lessons and Explorer's Logs

The Explorer's Logs complement the Twistaplots. They help structure student thinking and assist students in organizing strategies for problem solving. Because students can use each Twistaplot several times, they can increase their success by applying what they've learned from the Logs on which they've worked. Below are some strategies and tips for using the Lessons and Explorer's Logs. They are followed by an explanation of the "Lesson Structure," and a section on how to introduce the *Reading Explorers* to your students.

Teaching Strategies and Tips

Selecting Logs Remember that although each Twistaplot includes eight Explorer's Logs, you can select as few as two or three Logs or as many as seven or eight. The number of Logs and Lessons you select will depend on the needs of your students and the available time you have. For example, you might want to use Logs 1 and/or 2 (see page 2 for a description of each log) as a warm-up activity before your students work on the Twistaplot, and Log 8 to extend their knowledge after they complete the adventure.

Of course, you do not have to assign the same Logs to all your students. Instead, you can make individual assignments or group assignments based on student needs and interests. For example, you might assign Log 3 to students who have particular difficulty organizing information and Log 4 to students who need help in reasoning.

Time On Task There are no standard time frames for completing each Log. The time will vary based on the activity itself, the level of the students, and the time you want to allot to class discussion. Here are some rules of thumb:

- Logs 1 through 6 can take between 15 and 30 minutes apiece.
- Logs 7 and 8 can take between one and two class periods depending upon how much research is done and whether or not the Log is developed as a process writing activity covering prewriting through revision.

Written Assignments Versus Teacher-Directed Discussions The Explorer's Logs can be used as written assignments or they can become the basis for teacher-directed discussions that you present to your class or to a group of students. For example, you might distribute copies of Logs 1, 2, and/or 3 to your students and have them write answers to all or some of the questions.

In contrast, you might not distribute Logs 4, 5, and/or 6. Instead, you could use the questions as the basis for a probing discussion with your students. You could pose the questions yourself and have your students respond orally. (These discussions can take place as small-group discussions or with the entire class.)

Whichever way you implement the Log activities, you can successfully fulfill the main pedagogical objective. The goal is to bring your students from a low level of understanding (*e.g.*, recall of information) to the exploration of higher levels of understanding (*e.g.*, making predictions and drawing conclusions).

It is suggested that you continue to assist your students to think about and articulate their different levels of understanding as they read curriculum texts and literature. You can do this by using the Explorer's Logs as models (and using your own judgment as to whether you want to explore all three levels of understanding, or only two of the levels).

- Ask students one or several questions that rely on their ability to comprehend *literal* meaning. (How many mattresses were piled on top of one another for the princess?)
- Ask students questions that probe *inferential* meaning from the facts they recall. (Why do you think the queen put the pea under so many mattresses?)
- Ask students questions that require them to think *critically* and *creatively* about what they have read. (What do you think would have happened if the princess had decided not to tell anyone how uncomfortably she had slept?)

Off- and On-Line Activities Because computer time is so precious and because students are so anxious to work directly on the Twistaplot, it is important to help your students use their computer time effectively. Thus, Logs 1 and 2, when they are selected, should be completed before your students go to the computer. Logs 3, 4, 5, and 6 should be read before starting the Twistaplot; notes can be taken while the students work at the computer, and the Logs should generally be completed as an off-line activity at the students' desks. Logs 7 and 8 should be worked on after the students have completed the Twistaplot.

Adapting to the Needs of Less Able Students Whether you use the Logs as written assignments or as the basis for teacher-directed discussions, you do not have to assign all the questions. In particular, you may choose to have younger or less able students answer only one or two of the questions. Furthermore, in some cases the Lesson that corresponds to a Log may present alternative strategies or tips for working with these students.

Alternative Assessment The *Reading Explorers* can be thought of as an alternative assessment tool. Rather than giving your students a multiple-choice test as a way of assessing their reading progress, you can assign a Twistaplot and several Explorer's Logs. This provides a wonderful opportunity for students to apply their reading, writing, and thinking skills in ways that truly "show what they know."

Furthermore, if their completed Explorer's Logs are put into individual portfolios, students can develop a body of work that

reflects their progress as readers, writers, and thinkers. You may add to these portfolios by having students work on extension activities. For example, a student or group of students could use a multimedia product such as Scholastic's *Super Story Tree*® to write their own original branching Twistaplot adventure, or a student could write a series of newspaper articles and interviews that tell the Twistaplot story from the point of view of different characters in the story.

Lesson Structure

Every Lesson begins with a title that describes the primary educational purpose of the Lesson and Log. Underneath the title is a notation about the appropriate point at which to use the Log.

Each Lesson has five parts: Learning Objectives, Directions to the Teacher, Alternative Strategies and Teaching Tips, Answers, and an Extension Activity. The information in each of these parts includes:

Learning Objectives A clear statement of the activity's reading objectives.

Directions to the Teacher Information that is helpful in presenting the lesson. Be sure to skim this part for special points of interest before distributing the Log to your students.

Alternative Teaching Strategies and Tips Variations on the lesson with particular emphasis on incorporating collaborative learning activities. (In this context, collaborative learning refers to group activities in which students work together to apply problem-solving strategies.)

Answers An answer key to Explorer's Log questions. Before each answer, there is an indication of the level of comprehension and thinking skills that are required—*Literal, Inferential,* and/or *Critical/Creative*—in order to answer the question.

Extension Activity An enrichment activity to extend student skills. The level of comprehension and thinking skills is indicated.

Introducing the *Reading Explorers* to Students

The *Reading Explorers* provides many wonderful opportunities for you to reinforce your students' images of themselves as active rather than as passive readers. Thus, when introducing the program, it is worth taking the time to help your students take on

the active role of an explorer. A 15- to 20-minute introductory lesson is suggested below.

Begin by asking your students to define what an explorer is. (*A person who investigates unknown territories.*) Write one or several of the definitions on the chalkboard and then ask your students to name some famous explorers. At first, they will probably name people who explored places, explorers such as *Columbus, Vasco da Gama, Ponce de León, Jacques Cousteau,* and *Sally Ride.* Point out that people can explore "territories" other than physical places; they can explore the world of information and ideas and sometimes make discoveries there.

Elicit from your students, or present to them, the names of famous explorers in diverse fields. For example, *(Madame) Marie Sklodowska Curie* (Polish, 1867–1934) and *Pierre Curie* (French, 1859–1906) explored the field of chemistry and discovered radium; *Annie Cannon* (American, 1863–1941), called the "census-taker of the sky," explored the sky and celestial bodies; *Utagawa Toyokuni I* (Japanese, 1769–1825) explored the medium of wood-block prints and became an internationally known artist; *Sarah Winnemucc* (Native American, 1844–1891) explored political and educational opportunities to improve conditions for Native Americans; and *Martin Luther King, Jr.* (American, 1929–1968) explored the uses of nonviolent protest.

Add the names of these explorers to the others that are already on the chalkboard. Ask your students to describe some of the skills these various explorers might have had (*e.g., took notes and kept logs on what they learned, made charts and maps to organize the information they found, made decisions about what to do, and worked with other people to develop strategies for solving problems*).

Ask your students if they think these famous explorers made their discoveries "overnight." Once you establish that it took many years of hard work, tell your students that *they* now have the opportunity to begin developing themselves as successful explorers.

Say, "You will begin your work as explorers today. Your first mission, to complete a Twistaplot, will be filled with many challenges and responsibilities. To succeed, you will need to read the text carefully, find clues, take notes on what you learn, draw charts and maps, make many decisions, and take every opportunity to learn from your experience."

Encourage your students to be creative problem solvers and risk takers and express your confidence in their abilities. You may then choose to have your students immediately start work on the Twistaplot, or you may prefer to have them first work on Explorer's Logs 1 and/or 2.

USER INSTRUCTIONS

Equipment You Need

- Monitor or TV (color or black and white)
- 128K Apple® IIe, IIe enhanced, IIc, IIc Plus, or IIGS
- Disk drive (5.25-inch drive or 3.5-inch drive)

Loading the Disk

- Open the disk drive door.
- Hold the disk with the label end facing you.
- Insert the disk slowly with the label facing up.
- Close the disk drive door.
- Turn on the computer and monitor (or TV).

If the program does not appear on the screen, turn the computer off. Then turn it back on and try again. Make sure the disk drive door is closed, and check to see that the disk drive is hooked up correctly.

Note Never remove or insert a disk while the disk drive's red light is on.

A NIGHT AT FLEENER'S
SCOPE AND SEQUENCE

	SKILLS	EXPLORER'S LOGS							
		1	2	3	4	5	6	7	8
VOCABULARY	Structural Analysis		✔						
	Context		✔						
	Dictionary Skills		✔						
COMPREHENSION	Identifying Main Idea				✔				
	Identifying Supporting Detail					✔	✔		
	Drawing Conclusions					✔	✔	✔	
	Predicting	✔							
	Understanding Cause and Effect				✔	✔			
	Sequencing			✔		✔	✔		
	Following Directions			✔				✔	
STUDY SKILLS	Note-taking			✔	✔	✔	✔		✔
	Outlining							✔	
	Using Graphic Aids			✔					
	Using Reference Sources								✔
WRITING	Composing Narratives							✔	
	Composing Expository Paragraphs								✔
	Writing for Reflection							✔	

WORD WAR
SCOPE AND SEQUENCE

	SKILLS	EXPLORER'S LOGS							
		1	2	3	4	5	6	7	8
VOCABULARY	Structural Analysis		✔*						
	Context		✔						
	Dictionary Skills		✔*						
COMPREHENSION	Identifying Main Idea				✔				
	Identifying Supporting Detail				✔				
	Drawing Conclusions				✔	✔			
	Predicting	✔							
	Understanding Cause and Effect				✔		✔		
	Sequencing					✔			
	Following Directions							✔	✔
STUDY SKILLS	Note-taking				✔	✔	✔	✔	✔
	Outlining							✔	
	Using Graphic Aids			✔					✔
	Using Reference Sources								✔*
WRITING	Composing Narratives					✔*			
	Composing Expository Paragraphs				✔				
	Writing for Reflection							✔	

* *Skill is developed in the Extension Activity.*

A NIGHT AT FLEENER'S

Background Information

The plot of *A Night at Fleener's* involves the student as the main character in an overnight adventure: He or she is locked in Fleener's Department Store after hours while looking for a gift for his or her father. The object of the adventure is to find the store's Convenient Shopping Service Computer so that it can suggest an appropriate gift for Dad that is within the student's five-dollar budget.

The Shopping Service Computer is in one of the store's twenty-five rooms and departments. (See page 27 for a layout of the store.) However, to use the computer the student must first find a password in another of the twenty-five locations. Upon typing in the password, the student will receive the suggestion for the appropriate gift and thus complete the Twistaplot.

It is important for students to write down the password for the Shopping Service Computer as soon as they find it; in some versions of the Twistaplot, the password is given only once. Without the password you cannot use the computer, and without the computer, you cannot complete the Twistaplot.

In the course of the adventure, the student will find various objects in the store that can be taken and used for protection against the store's security force of robot guards. Each object that can be taken is designed to protect the student against a specific robot. The student must use logic to know which object will be helpful. For example, the student must use a radio to confuse the hearing robot that guards the Stationery Department. If the student does not use the appropriate object when a robot is encountered, the student is thrown out and must begin the adventure again (by entering the Furniture Department).

After completing the story successfully, the student is asked to remember the name of the gift he or she purchased. This word is entered at the beginning of the Twistaplot the next time the student uses *A Night at Fleener's* so that he or she will see a new version—with a different password in a different location, as well as a new location for the Shopping Service Computer.

For your convenience, listed below is a chart with information related to each of the four versions of the Twistaplot.

	Version 1	Version 2	Version 3	Version 4
Password	Bug Chow	Eye Belt	Spud Head	Comedy Store
Location	Stationery*	Flowers	Major Appliances*	Furniture
Gift	Plant	Strap	Potato Masher	Book
Department	Flowers	Accessories	Housewares	Books

** Password can be found after the student has overcome the robot.*

Independent Reading

The following books are available from Scholastic and will be of particular interest to students who enjoy the *Fleener's* adventure. You may want to buy several copies of each book (or of other books you think would be of interest to your students). "Buddy Books," or books that students can read with friends, foster independent reading and collaborative learning. With several copies of the books available, students can enjoy the independent reading experience and exchange reactions and ideas with their classmates.

Alice in Wonderland, by Lewis Carroll. This classic adventure has many twists and turns that will intrigue fans of Twistaplots.

The Computer That Ate My Brother, by Dean Marney. A seemingly ordinary computer that starts out as Harry's birthday present becomes an annoyance when it starts talking, shocking (electrically), and then disappears with Harry's brother.

Help! I'm a Prisoner in the Library, by Eth Clifford. Trapped for the night in a library during a blizzard, Mary Rose and Jo-Beth must contend with a blackout, dead phones, strange noises, and their frightened imaginations.

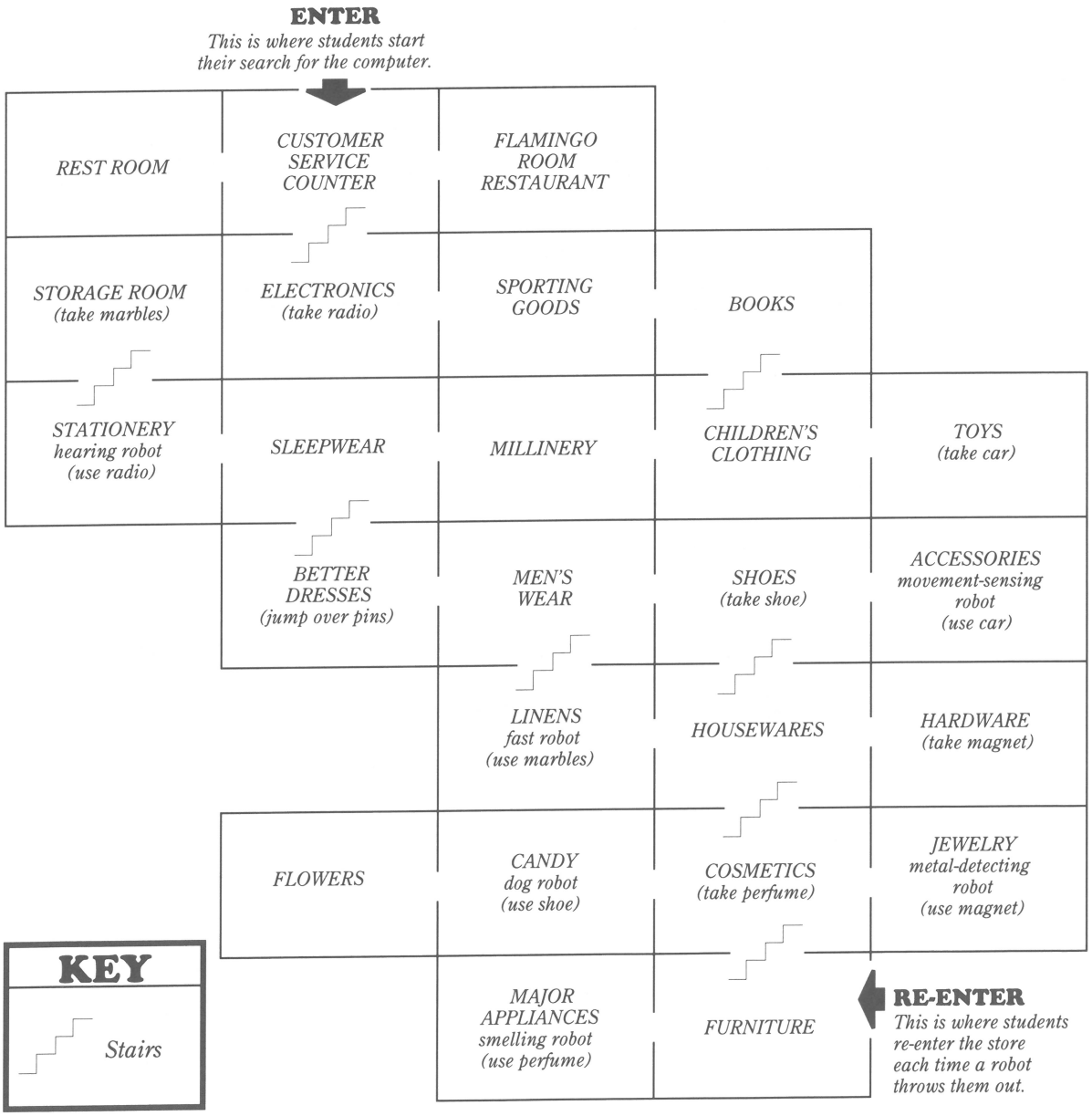
Just Tell Me When We're Dead! by Eth Clifford. Mary Rose and Jo-Beth have some high adventures as they search for their cousin in a supposedly deserted amusement park.

Scared Silly, by Eth Clifford. Two girls find a wacky mystery inside a shoe museum.

The Secret of NIMH, by Robert C. O'Brien. Students who enjoy the fantasy of *A Night at Fleener's* will enjoy this book, a winner of the Newbery Medal. The story is about a race of superrats created by the scientists at NIMH.

Fleener's Department Store

This layout is for teacher reference. It indicates in which departments students should take an object (*e.g.*, take radio in the Electronics Department), in which departments the robots appear (*e.g.*, hearing robot in the Stationery Department), and which object should be used to fend off each robot (*e.g.*, use radio against the hearing robot).



Student Tips

Listed below are some tips you may want to duplicate and share with your students.

Moving Through Fleener's

Type these commands to move through Fleener's:

W for Walk Type **W** to walk in the direction you are facing. You will keep walking in that direction until you type a different command or enter a different room.

J for Jump Type **J** to jump over something. Also, if you are walking and you come to a down stairway, you will automatically walk down the stairs. If you don't want to walk down the stairs, type **J** to jump over the stairs.

Z for Zip Type **Z** to zip (walk quickly) through a room.

S for Stop Type **S** to stop walking or zipping

R or ➡ for Right Type **R** or ➡ to turn right.

L or ⬅ for Left Type **L** or ⬅ to turn left.

C for Climb Type **C** to climb a stairway while you are walking.

T for Take Type **T** and the name of the object you want to take. Then press **Return**. For example, if you want to take a magnet, type **T MAGNET**, and press **Return**.

U for Use Type **U** and the name of the object you want to use. Then press **Return**. For example, if you want to use a magnet, type **U MAGNET**, and press **Return**.

I for Inventory Type **I** to see a list of all the objects you are carrying. Then press **Return** to go back to the story.

? for Command List Type **?** to see these commands at any time. Then press **Return** to go back to the story.

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

Correcting Mistakes

If you make a mistake while typing, press the **Delete** key or the ⬅ key to backspace over your mistake.

Four Versions

There are four versions of this Twistaplot. In each version you buy your dad a different gift. Each time you begin the story, the program will ask if you bought your dad a gift. If you did buy him a gift, type the name of the gift you bought the last time you completed *A Night at Fleener's,* and press **Return**. If you didn't buy a gift for your dad, just press **Return**.

Helpful Hints

Listed below are some hints that may help you succeed in completing the Twistaplot.

- Smart shoppers will look for the Convenient Shopping Service Computer. It will help you locate the perfect gift. You'll have to know a special password before you can use the computer. Keep your eyes open, and write down the password when you find it!
- Good bargain hunters make a map of Fleener's as they move through the store. Write down the name of each department you visit and the things you find there.

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

What's It All About?

Prior Knowledge and Making Predictions

Prereading Activity

Learning Objectives: Students will be able to make predictions and apply their prior knowledge.

Directions to the Teacher: Discuss the title, *A Night at Fleener's*. Ask your students if they can predict anything about the story from the title (*e.g.*, it will take place at night in a place called Fleener's). Distribute one Explorer's Log to each student, and have the students work independently or collaboratively in small groups.

Alternative Teaching Strategies and Tips: Read aloud to your students the introductory paragraphs and the questions. Work as a class and write your students' responses on the chalkboard or on an overhead transparency.

Answers: *(Inferential)* **1.** Answers will vary. Examples are: **1a.** What will happen if I don't find a gift? **1b.** Where will the robots be? **1c.** Who else will be in the store? **1d.** When will I get home? **1e.** How will I outsmart the robots? *(Critical/Creative)* **2.** Answers will vary and may include departments that appear in the story (see map on page 27) and others (such as Luggage, Gourmet Foods, or Pets).

Extension Activity: *(Critical/Creative)* Think About... Ask students to imagine that they are shopping for a present for a woman and that they have fifteen dollars to spend. Ask them to name appropriate presents and the departments or stores in which they would be found (*e.g.*, a pen from the Stationery Department or store; a book from a book store). What departments or stores would they pass up and why (*e.g.*, children's clothes would be inappropriate; furniture would be too expensive)?

Name _____ *Date* _____

What's It All About?

Before you start *A Night at Fleener's*, read the two paragraphs below and answer the questions that follow. They will introduce you to the Twistaplot and help you **predict** what will happen. If you have some idea about what to expect, it may help you **understand** the story and increase your chances of completing the adventure successfully!

> It's your dad's birthday, and you still don't have a gift for him! You go to Fleener's Department Store to find the perfect present.
>
> While you're in the rest room, the store closes. Be careful! The store is patrolled by robots. The robots will surely kick you out if they find you in the store. Can you outsmart the robots, find a gift for your dad, and make it home in time for his birthday party?

1. Based on the introduction above, write five questions that you predict will be answered by reading *A Night at Fleener's*. Start your questions with the words below. (Example: What gift will I buy?)

a. What _____?

b. Where _____?

c. Who _____?

d. When _____?

e. How _____?

2. The story takes place in a department store. Based on what you know about department stores, what departments might you visit in the story? (You may name more than four.)

a. _____

b. _____

c. _____

d. _____

After you complete the Twistaplot, review this Log to see how many correct predictions you made!

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

Watch Those Words!

Vocabulary

Prereading Activity

Learning Objectives: Students will be able to understand vocabulary using context clues and structural analysis strategies, as well as the dictionary.

Directions to the Teacher: The short passage "City Cops" contains six vocabulary words that also appear in *A Night at Fleener's*. Working with your students, or as an introduction to their independent work, review the strategy of context clues.

For your information, here are some of the sentences from *A Night at Fleener's* in which the vocabulary words are used. "Sorry, Intruder," the robot says. "Any person or thing making an unauthorized sound must be ejected." "The smell is so strong and so awful that you stagger backwards." "You see a huge bin full of mannequins' spare legs and arms." "Then you see a sign. It says, 'Security provided by Robo-Guard, the robot patrol system.'" "The little car heads for the robot, swerving this way and that."

Alternative Teaching Strategies and Tips: Have your students work collaboratively in small groups to define the vocabulary words.

Answers: *(Inferential)* **a.** intruder (a person who enters without permission). **b.** staggers (walks or stands unsteadily). **c.** mannequin (a model of the human figure used for displaying clothes). **d.** patrol (to travel a regular route to maintain order and security). **e.** swerve (to turn aside suddenly). **f.** unauthorized (without official permission).

Extension Activity: *(Literal and Inferential)* Using a dictionary, or by creating your own clues or sentences, work with your students to define these other words that appear in *A Night at Fleener's* : accessories, convenient, detect, eerie, eject, inventory, millinery, miniature, and security.

Name _____ Date _____

Watch Those Words!

A Night at Fleener's contains some important **vocabulary** words. If you understand the meaning of the words, you will increase the likelihood of your successfully completing the Twistaplot. The following selection will help you. (The underlined words appear in the Twistaplot.)

City Cops

My name is Klunk. I'm a cop. I patrol the city with my partner, Frimble. Tonight we are cruising the streets, watching for trouble. Frimble drives. A man staggers into the street. Frimble makes the car swerve to keep from hitting him. I hop out of the car. The man is out of breath. "The Cool Clothes Boutique!" he gasps. "I saw an intruder!"

I run to the store and look in. Yep. There is someone in the back room. Is it an unauthorized visitor? I flash my light inside. It's only a plastic mannequin, with a green wig, sunglasses, and a long black coat. I sigh. I wave to tell Frimble all is well. It's another quiet night for two city cops.

1. Fill in one of the underlined vocabulary words next to the appropriate clue. Each underlined word should be used at least once. (Reread "City Cops" if you need to find additional clues by studying the words in **context**.)

a. Comes from the Latin word *in*, meaning "in," and *trudere*, meaning "to push": _____

b. Means "walks unsteadily": _____

c. Comes from a Dutch word that uses the **suffix** *-ken* or *-kijn*, meaning "little"; the Dutch word means "little man": _____

d. Comes from a French word meaning "to paw in the mud"; means to travel a regular route to maintain order and security: _____

e. Means "to turn aside suddenly": _____

f. Begins with a **prefix** that means "not": _____

2. On a separate sheet of paper with your name at the top, write what you think each of the vocabulary words means. Use **context clues** from the sentences in "City Cops" and the clues above. Afterwards, check your work by looking up the definition of each vocabulary word in the **dictionary**.

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

Map It Out!

Organizing Information

To be worked on as students read the Twistaplot

Learning Objectives: Students will be able to follow directions and organize and analyze information using maps, charts, and lists. Students also will be able to sequence information and take notes.

Directions to the Teacher: For this activity, you will want to refer to the map of Fleener's Department Store on page 27. For question 1, ask students to predict what they might need to show on their maps (doors, stairs or escalators, walls, names of departments).

Alternative Teaching Strategies and Tips: End the lesson by asking the students which activities in this Log helped them to work through the adventure, and how.

Answers: *(Literal)* **1.** See map on page 27. *(Literal and Inferential)* **2.** Robots may be listed in any order, but each must be associated with the correct characteristic and object.

Department	Robot Characteristic	Object
Stationery	hearing	radio
Accessories	motion-sensing	car
Linens	fast-moving	marbles
Candy	dog-like	shoe
Jewelry	metal-detecting	magnet
Major Appliances	smelling	perfume

Note that it is possible to complete the story without meeting every robot. **3.** *(Literal, Inferential, and Critical/Creative)* Answers will vary. Students can complete the story without encountering each object. The objects are marbles, radio, car, shoe, magnet, and perfume. An example of a hint is: Use the **J** key to jump over the pins in the Better Dresses Department. Passwords are listed on page 26 of this guide.

Extension Activity: *(Critical/Creative)* Have the students draw Fleener's Department store as seen from the outside front. Suggest that they draw merchandise in the windows of each floor to indicate the departments that are on that floor. Students can use any medium to create their drawings, including a graphics program such as *Scholastic SuperPrint® II.*

Name _____ Date _____

Map It Out!

You could be lost in Fleener's Department Store for a very long time unless you keep track of where you have been and what you have learned. To help you, you will want to make a **map**, a **chart**, and a **list** to **organize** the information you find as you read the Twistaplot.

1. As you read the story and move from one department to another, make a map of Fleener's Department Store on a blank sheet of paper. Write your name at the top of the page and follow the directions below.

- Draw a rectangle to represent each department or room you enter. (Make the departments and rooms large enough so that you have space to write the name of the location.)
- Indicate the doors and staircases that lead from one department or floor to the next.

2. Use the chart below to make a list of the robots you meet. Note the department in which you meet each robot, the characteristic that makes it different from the others, and the object you must use to get rid of the robot.

Department	Robot Characteristic	Object

3. Use the other side of this Explorer's Log to list any other important information you think you may need. For example, you may want to list the objects you have found and where you found them, or the password you have received.

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

What Caused It?

Higher Levels of Comprehension

To be worked on as students read the Twistaplot

Learning Objectives: Students will be able to identify main ideas, understand cause-and-effect relationships, and take notes.

Directions to the Teacher: Explorer's Log 4 will help organize and guide your students' thinking. For this reason, it is suggested that you distribute the Log soon after they have begun to read the adventure, or before they begin a second version of the story.

Alternative Teaching Strategies and Tips: You may want to encourage students to brainstorm as they work collaboratively in small groups.

Answers: *(Literal and Inferential)* **1a.** The need to buy a birthday gift causes you to go to Fleener's. **1b.** The fact that Dad's birthday party is tonight causes the player to stay until he/she can find a gift. Tomorrow will be too late! **1c.** If the birthday were a week away, the player could leave the store in the fastest way possible and come back another day to shop for a gift. There would be no reason to remain in the store—no reason to try to outwit the robots. *(Critical/Creative)* **2a.** Having only five dollars limits the student's choice of gift. **2b.** If the player had one hundred dollars, he or she might buy a more expensive gift and would not have to search for the Convenient Shopping Service Computer in order to get advice. Students may name various gifts they would have chosen.

Extension Activity: *(Inferential)* Think about... Ask students, "As you read *A Night at Fleener's*, what was your ultimate goal?" Focus their attention on the goal of finding a gift and returning home in time for the birthday party. Then ask students to name other, supporting goals within the story (to collect objects, to outsmart the robots, to find the Shopping Service Computer).

Name _____ Date _____

What Caused It?

You are more likely to be successful in completing *A Night at Fleener's* if you understand the **main idea** of the story and the **cause-and-effect relationships** in it. This Explorer's Log will help you do that.

As you read the Twistaplot, think about the questions below and **take notes**. Answer the questions when you have finished working at the computer. If you need more room to write, use the back of this Explorer's Log and number your answers.

1a. In the story, what causes you to go to Fleener's Department Store?

_____

b. After the store closes, what causes you to stay? Why don't you leave and come back the next day?

_____

_____

_____

c. If you had gone shopping at Fleener's a week before your father's birthday, what would be the effect on the story? How would the story be different?

_____

_____

_____

2a. You have five dollars to spend at Fleener's. What effect does this have on the story?

_____

_____

_____

b. Imagine that you had one hundred dollars to spend at Fleener's. What would be the effect on the story? What present would you choose?

_____

_____

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

Think About It!

Higher Levels of Comprehension

To be worked on as students read the Twistaplot

Learning Objectives: Students will be able to sequence, draw conclusions, understand cause-and-effect relationships, identify supporting details, and take notes.

Directions to the Teacher: Explorer's Log 5 will help organize and guide your students' thinking. For this reason, it is suggested that you distribute the Log soon after they have begun to read the adventure, or before they begin a second version of the story.

Alternative Teaching Strategies and Tips: Have students work collaboratively in small groups. Encourage them to take notes on the ideas they discuss and then have them work individually to write their own complete answers.

Answers: *(Literal)* **1.** Fleener's uses the robots to guard the store at night. *(Literal)* **2.** Robots may be listed in any order. Once a robot identifies intruders, it throws or chases them out of the store. **2a.** (Answer is given on the Log.) **2b.** The motion- or movement-sensing robot detects anything that moves. **2c.** The fast robot chases and catches intruders. **2d.** The dog robot chases intruders. **2e.** The metal-detecting robot senses any unusual metal object. **2f.** The smell-sensitive robot smells any unusual odor. *(Inferential)* **3a.** I collected objects that might help to distract or stop the robots. **3b.** I used an object from my knapsack to distract or stop the robot. For instance, I threw marbles on the floor to stop the fast robot. (Examples will vary.) **3c.** The robot threw me out of the store and I had to begin my search again, starting from the Furniture Department. *(Critical/Creative)* **4.** If there were no robots, there wouldn't be any need to find or use objects for protection. Thus, there wouldn't be a need to visit as many departments in the store. This would mean that shopping could be more quickly and easily accomplished. However, the story would be shorter, less challenging, and less exciting.

Extension Activity: *(Critical/Creative)* Think About . . . Ask students what could replace the robots in the story. The replacements should challenge the player and make sense in the story. Suggestions could include human guards, dogs, or employees working late. Have the students describe how each of the robot replacements would change the story.

Name _____ Date _____

Think About It!

You will be able to better protect yourself against the robots at Fleener's if you can **analyze**, or figure out, what the robots do in the story, and why. This Explorer's Log will help you do that.

As you read the Twistaplot, think about the questions below and **take notes**. Answer the questions on a separate sheet of paper when you have finished working at the computer. Write your name at the top of the page and number each answer.

1. Why does Fleener's Department Store have robots?

2. All of the robots do the same job, but each one does its job a little differently. Describe how each robot you met does its job.

Sample Answer: The hearing robot senses any unusual sound and throws out of the store the person or thing that made the sound.

3. Reviewing the successful **decisions** you made to protect yourself against the robots will help you plan for the next time you try to complete the adventure.

a. After you gained experience with a few robots, **in general** what did you do to protect yourself against other robots?

b. Describe the way in which you protected yourself against a **particular** robot.

c. What happened when you could not protect yourself against a robot?

4. What would be the effect on the story if there were no robots in the store? How would the story be different?

Copyright © 1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

First Things First!

Higher Levels of Comprehension

To be worked on as students read the Twistaplot

Learning Objectives: Students will be able to sequence, identify supporting details, draw conclusions, and take notes.

Directions to the Teacher: Explorer's Log 6 will help organize and guide your students' thinking. For this reason, it is suggested that you distribute the Log soon after they have begun to read the adventure, or before they begin a second version of the story.

Alternative Teaching Strategies and Tips: Have students work collaboratively in small groups to brainstorm ideas. Encourage them to take notes on the ideas they discuss. Then have your students work independently to write their own final answers.

Answers: *(Inferential)* **1.** You can move to the rest room, the Flamingo Room Restaurant, or down to the Electronics Department. *(Inferential)* **2.** No. *(Inferential)* **3a.** Department in which you find the radio; you need to take the radio first so that you can use it to distract the hearing robot. **3b.** Shoe Department; you need to take a shoe from the Shoe Department so that you can use it to distract the dog robot. **3c.** Department in which you find the computer password; you need to know the computer password in order to use the computer. *(Critical/Creative)* **4.** Answers will vary, but some examples are: Pick up as many objects as possible before you meet robots. When you meet a robot, immediately use an appropriate object from your knapsack in order to protect yourself. Find the password before you try to use the computer.

Extension Activity: *(Critical/Creative)* Have advanced students work in small groups to write a list of the moves/decisions they would make in order to complete the Twistaplot as quickly as possible. Encourage your students to reflect on what they have learned while working through the Twistaplot and to refer to any maps, charts, and lists, and other notes they may have made.

Name _____ *Date* _____

First Things First!

Figuring out the **sequence**, or order, of events that permits you to quickly complete the Twistaplot can be useful to you the next time you use *A Night at Fleener's*. This Explorer's Log will help you do that.

As you read the Twistaplot, think about the questions below and **take notes**. Answer the questions on a separate sheet of paper when you have finished working at the computer. Write your name on the paper and number each answer.

1. At the beginning of the adventure, when you are at the Customer Service Counter, you can make **your first decision** about where to move. Where can you go?

2. Must you visit the departments in a particular order to complete the adventure?

3. If you started reading the story knowing where all the robots, objects, and the password and computer were, you might plan to visit certain departments before others. For each pair of departments listed below, write one sentence that states which department you would visit first. Then write a sentence explaining why you **concluded** that it's important to visit that department first.

a. Department guarded by the hearing robot

Department in which you find a radio

b. Shoe Department

Department guarded by the dog robot

c. Department in which you find the Convenient Shopping Service Computer

Department in which you find the computer password

4. Help a new player to complete the adventure in as few moves as possible. On the back of this Log or on a separate piece of paper, write some general tips about the sequence in which actions should be taken. (Don't name specific departments, robots, or objects.) For example, tell what the person should try to do before he or she meets the robots.

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

What Happened Here?

Writing for Reflection

Postreading Activity

Learning Objectives: Students will be able to reflect and write a narrative from another viewpoint. Students also will be able to follow directions, draw conclusions, and outline their thoughts.

Directions to the Teacher: Ask your students to imagine what might happen at Fleener's Department Store on the day after their adventure (a clerk might find the adventurer's money; the item that was taken as a gift might be noted as missing; some departments would be messy; some robots might still be confused). Explain that a house detective—a detective employed by the store—would probably be asked to investigate and to figure out what had happened. Students will need to imagine themselves as the detective.

Discuss the importance of inferences being based on the clues found in the store. For example, the detective might infer from the mess in the store (the clue) that the robot system had malfunctioned and as a result, someone had been allowed to wander about after the store was closed. Also point out that even if the inferences are based on the clues, they may not always be correct. Encourage students to think logically and creatively!

Alternative Teaching Strategies and Tips: Before students write their reports, you may want to ask them to work collaboratively in groups or pairs to make lists of clues the house detective would find and inferences that might be made based on those clues. You may also want to formally apply process writing strategies including *prewriting, writing, revising, proofreading,* and *publishing* activities.

Answers: *(Inferential and Critical/Creative)* Answers will vary.

Extension Activity: *(Critical/Creative)* Detectives often use photography and illustration to record details of a suspicious scene. Ask students to illustrate their reports with a drawing of one of the departments in the store as it would have looked on the morning after their night at Fleener's. Advanced students may want to use an interactive program such as *Super Story Tree* (available from Scholastic) to create their own illustrated Twistaplot detective adventures.

Name _____ *Date* _____

What Happened Here?

You have successfully escaped from Fleener's with a perfect gift for your dad! Now think about the story from a very different **point of view**—that of a detective!

Pretend that you are the Fleener's Department Store detective. You came to work this morning and found signs that some strange things had happened last night. Ms. Irene Fleener, the president of the store, wants you to write a report. Tell her what clues you've found and what **inferences** you have made from them about what might have happened last night. Be sure to state your reasons for thinking that your inferences are correct. When you have listed all the clues you found, and all the inferences you have made, draw your **conclusion** about what happened.

Before you write, **think about** and **take notes** on:

- what clues a detective might find to indicate that something strange had happened in the store overnight
- logical inferences that could be made from the clues
- conclusions that could be drawn from the clues and inferences

Before writing the memo, you may want to prepare an **outline** that lists the main points you want to make.

Use a separate sheet of paper and set up your memo with the headings below:

MEMO

To: Ms. Irene Fleener

From:

Date:

Re: Strange events in the store last night

Report:

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

Robots!

Cross-Curriculum Connections

Postreading Activity

Learning Objectives: Students will be able to extend their knowledge to the areas of social studies and science. They also will be able to use reference sources and note-taking skills as they compose expository paragraphs.

Directions to the Teacher: After students have read the Twistaplot, review what a robot is. (It is a machine; it does a job that a human might do in a way that resembles human action.)

Distribute Explorer's Log 8 and read aloud the information at the top of the page. Have students brainstorm in pairs or small groups to answer questions 1 and 2. For question 3, have students use library resources. Encourage students to take notes as they read and to keep track of sources. Tell students how many paragraphs you expect them to write in total (at least two, for example).

Alternative Teaching Strategies and Tips: You may want to formally apply process writing strategies including *prewriting, outlining, composing/drafting,* and *evaluating/editing/revising* activities.

Students can write their research report using a word processing program such as *The Bank Street Writer® III* (available from Scholastic). A class book about robots can be assembled.

Answers: All answers will vary. *(Literal)* **1.** Some possible answers include: able to smell, hear, and sense motion. *(Critical/Creative)* **2.** Some possible answers include: take tests for me, walk my dog, perform medical operations. *(Literal, Inferential, and Critical/Creative)* **3.** Though answers will vary, students should clearly describe the functions and features of the robots they have researched as well as why they think the robots are useful and what problems, if any, they think the robots could cause. *(Critical/Creative)* **4.** Answers will vary.

Extension Activity: *(Critical/Creative)* Ask students to write about an imaginary robot that could perform one of the tasks they listed in answer to question 2. Students can add creative illustrations or labeled diagrams.

Name _____ *Date* _____

Robots!

The word *robot* was first used in 1921 in a play, *R.U.R*, by Karel Capek. Capek probably made up the word from the Czech word *robota*, which means "work." Actually, a robot is a machine that replaces a human in doing a job in fields such as science and industry. Robots often can do a job faster or more accurately than humans, without getting tired or bored.

In *A Night at Fleener's*, you met some hardworking robot guards. Those robots were imaginary, of course. However, real robots can be just as hardworking and useful. In this Log, you will have the opportunity to **write** about robots.

1. Describe some of the abilities and characteristics of the robots in *A Night at Fleener's.*

_____

_____

_____

_____

2. List some jobs that you would like a robot to do.

_____

_____

_____

3. Use **reference sources** to find out more about robots. You may want to start with an encyclopedia.

On a separate sheet of paper, write a **research report** on robots— one paragraph about each type of robot on which you find information. Include such information as who uses the robot, what it can do, how humans control the robot, and what things a human can do that the robot cannot. State why you think the robot is useful as well as any problems you think it may cause. (Be sure to write your name at the top of the paper.)

4. Based on what you learned from your research, which of the tasks that you listed for questions 1 and 2 do you think robots could really do? Which jobs would present-day robots probably not be able to do? Give reasons for your answers. (Write your answer on the back of this Explorer's Log or on a separate sheet of paper. Be sure to write your name at the top of the paper.)

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

WORD WAR

Background Information

The plot of *Word War* revolves around the predicament of a town called Truism. The town is in a state of chaos as a result of sinister Saying Spells cast by the story's villain, Verbal von Doom.

At each of eight locations a different Saying Spell causes a serious problem. For example, at the fire station the fire fighters continue playing cards and repainting a truck while an alarm rings on and on. The Saying Spell "Haste makes waste" hovers above, making it impossible for them to respond to the alarm. This Saying Spell and each of the seven other Spells can be counteracted by a specific Cliché Cure whose meaning is the opposite of the Spell in question. For example, the Cliché Cure for "Haste makes waste" is "He who hesitates is lost."

Unfortunately, though there is a Cliché Cure in each location, it is jumbled and thus ineffective. Each Cliché Cure has been divided into three parts and then mixed with parts of other Cliché Cures. When a student first comes upon a Cliché Cure, the first part is correct and the other two parts belong to one or two other Cliché Cures. For example, the Cure "He who hesitates is lost" might be broken into "He who hesitates," "is," and "lost." Each of those parts would then be scrambled with parts of other Cliché Cures.

The students' job is to unscramble each of the Cliché Cures by bringing the jumbled Cures to Grandfather's house, unjumbling the parts in order to form the correct Cliché Cures, and then bringing each unscrambled Cure to the location of the Saying Spell with the opposite meaning. (You can help students return the unjumbled Cliché Cures to the correct locations by telling them that at the start of the adventure the first part of each Cure is in the location where it will be needed to counteract the Saying Spell.)

Because many of your students may not be familiar with the sayings (Cliché Cures) that need to be unscrambled, they are unscrambled and listed on the chart on the next page. (For your

convenience, each Cure is prefaced by the location in which it needs to be placed and the Saying Spell that is located there.) You may want to review these sayings with your students before they begin the Twistaplot.

Location	Saying Spell	Cliché Cure
School	Practice makes perfect.	All work and no play makes Jack a dull boy.
Baseball Field	Too many cooks spoil the broth.	Many hands make light work.
Newspaper Office	A bird in the hand is worth two in the bush.	A man's reach should exceed his grasp.
Dog Obedience School	You can't teach an old dog new tricks.	You are never too old to learn.
Fire Station	Haste makes waste.	He who hesitates is lost.
Zoo	When in Rome, you do as the Romans do.	To thine own self be true.
Post Office	Out of sight is out of mind.	Absence makes the heart grow fonder.
Town Hall	Silence is golden.	The squeaky wheel gets the grease.

While the Saying Spells and the beginning of each Cliché Cure always are found in the same locations, the second and third parts of the Cliché Cures are scrambled randomly each time *Word War* is used. This variation increases the reusability of the program.

A map of Truism (which you will need to duplicate for your students when they work on Log 3) is located on page 68 of this Guide.

Independent Reading

The following books are available from Scholastic and will be of particular interest to students who enjoy the *Word War* adventure. You may want to buy several copies of each book (or of other books you think would be of interest to your students). "Buddy Books," or books that students can read with friends, foster

independent reading and collaborative learning. If several copies of the books are available, students can enjoy the independent reading experience *and* exchange reactions and ideas with their classmates.

Aesop's Fables, by Ann McGovern. Timeless classics retold in modern language.

Robin Hood of Sherwood Forest, by Ann McGovern. The favorite adventures of the legendary champion of the poor, Robin Hood, simply retold in graceful, contemporary style. "Enough medieval language to give color and verisimilitude to the tale."—*Bulletin of the Center for Children's Books.*

Encyclopedia Brown and the Case of the Dead Eagles, by Donald J. Sobol. Encyclopedia Brown is a favorite detective of middle-grade students. Students will enjoy trying to solve the crime before sneakered detective Encyclopedia reveals the villain and the motives.

Two-Minute Mysteries, by Donald J. Sobol. Whether testing their own sleuthing abilities by working against the clock or enjoying the intrigue of unraveling each case, readers get lots of spine-tingling mystery in these thrilling puzzlers.

Stranger at Winfield House, by Wilma Yeo. An eerie old southern plantation, a valuable letter from Abraham Lincoln, and an unusual cast of characters are featured in this suspenseful mystery.

Student Tips

Listed below are some tips you may want to duplicate and share with your students.

Moving Through Word War

Use the following keys to move you and Lexi through the town of Truism:

Apple IIe/IIe enhanced/IIc/IIc Plus/IIGS
I or ↑ to move up
J or ← to move left
K or → to move right
M or ↓ to move down

Locations in Truism

There are nine locations in Truism. Every time you read *Word War* Verbal von Doom will cast Saying Spells on eight of the locations. It's up to you to find a cliché to cure the Saying Spell in each of these locations.

Cliché Cures

A Cliché Cure is a common saying that can counteract Verbal von Doom's Saying Spells. Each Cliché Cure you find will be divided into three parts and jumbled up with parts of other Cliché Cures.

You will travel through Truism and find different jumbled Cliché Cures. Bring them together, two at a time, at your grandfather's house. Then switch the mixed-up parts until you have a Cliché Cure that makes sense. Once you unscramble a Cliché Cure, bring it to the location where it will counteract the Saying Spell cast by Verbal von Doom.

Options

Word War has six options, or choices, you can make.

Continue Choose this option to read the next screen.

Switch Choose this option to switch parts of the Cliché Cures.

Done Choose this option when you have finished switching parts of the Cliché Cures.

Yes Choose this option to answer "yes" to a question.

No Choose this option to answer "no" to a question.

Quit Choose this option when you are ready to stop reading *Word War.*

Password

If you want to stop reading the story and continue *Word War* at another time, choose "Quit" at the bottom of the screen. The program will ask you to type a password. Choose a password that will be easy for you to remember. Then when you read *Word War* again, you can type your password and continue the story where you left off.

The program can remember up to forty passwords. When the forty- first student enters a password, the first password entered will be erased.

Helpful Hints

Here are a few hints to help you succeed in Truism!

- Make a list of the jumbled Cliché Cures you bring to your grandfather's house. Also make a list of the locations you have visited and what you found there.
- You don't have to pick up every jumbled Cliché Cure you find. When you find one, decide if any of its parts will help you unjumble the Cliché Cure that is already at your grandfather's house. If that Cliché Cure can't help you, visit another location to find a Cliché Cure that will be helpful.

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

What's It All About?

Prior Knowledge and Making Predictions

Prereading Activity

Learning Objectives: Students will be able to make predictions and apply their prior knowledge.

Directions to the Teacher: Discuss the title *Word War.* Ask your students if they can predict anything about the story from the title (*e.g.*, it will involve a war or struggle with words). Distribute one Explorer's Log to each student, and have the students work independently or collaboratively in pairs or small groups.

Make sure that students are familiar with the concept of a cliché (a frequently used expression) and explain that when sayings or adages are used frequently, they can become clichés. If students are not familiar with the concept, offer some examples, such as "Every dog has its day," or "The early bird gets the worm." Encourage students to think of clichés they know and to explain their meanings.

Alternative Teaching Strategies and Tips: With your less able students, you may want to review the sayings that will have to be unscrambled. They are listed on page 48 of this Guide.

Answers: *(Inferential)* **1.** Answers will vary. Some possible responses are: Verbal von Doom will create problems for the town of Truism; people in the town will be under his spells; clichés will need to be unscrambled. *(Critical/Creative)* **2.** Answers will vary. Some possible responses are: "Two can live as cheaply as one," and "It takes two to tango."

Extension Activity: *(Critical/Creative)* Suggest to your more able students that they research the source of a number of well-known clichés by reading *Aesop's Fables.* They may even wish to write some simple fables of their own to illustrate morals such as "The early bird gets the worm," "Every dog has its day," "Early to bed and early to rise makes a man healthy, wealthy, and wise," "A stitch in time saves nine," and "A penny saved is a penny earned."

Name _____ *Date* _____

What's It All About?

Before you start *Word War*, read the two paragraphs below and answer the questions that follow. They will introduce you to the Twistaplot and help you **predict** what will happen. If you have some idea about what to expect, it may help you **understand** the story and increase your chances of completing the adventure successfully!

> My word! The evil Verbal von Doom has created chaos in the town of Truism. He has cast sinister spells on its residents in eight places throughout the town, and he has jumbled the Cliché Cures that could break the spells. All order has broken down.
>
> With the help of a map and your grandfather's trusty cat, Lexi, you travel through the town of Truism. Collect the fractured **clichés** and unscramble them to counteract Von Doom's Saying Spells. Can you undo the nasty Saying Spells and bring happiness and order back to Truism?

1. Based on the introduction above, predict and list three things you think might happen in the story. (After you complete the Twistaplot, review this Log to see how many correct predictions you made!)

a. _____

b. _____

c. _____

2. A cliché is an expression that is used so frequently that it is no longer an interesting way in which to express an idea. "As strong as an ox" is a cliché. It means "unusually strong." Write a cliché that you know and explain what it means.

_____

_____

_____

_____

_____

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

My Word!

Vocabulary

Prereading Activity

Learning Objectives: Students will be able to understand idiomatic expressions using context clues.

Directions to the Teacher: Introduce the concept of idiomatic expressions and ask students to name and define idiomatic expressions they know. On the chalkboard, list the ones students offer (*e.g.*, "It's raining cats and dogs," "Two heads are better than one," and "As poor as a church mouse."Explain that students will enjoy the Twistaplot more and will be more likely to succeed if they understand the expressions that are used as Spells and Cures in the story. Help students identify the context clues in each paragraph on the Log and then either have the students independently write definitions for each expression or, as a class, develop a list of definitions that you record on the chalkboard.

Alternative Teaching Strategies and Tips: Have the students work collaboratively in teams of two or three to brainstorm. Then have them independently write their definitions.

You may want to explain that a word processing program (see question 1) is software that is used as a writing tool.

Answers: *(Inferential)* **1.** It's difficult for an older or more experienced person to learn to do something new. *(Inferential)* **2.** You can learn to do something well if you do it often. *(Inferential)* **3.** Quietness is valuable. *(Inferential)* **4.** If you rush too much, it may take you longer to reach your goal because you are more likely to make a mistake. *(Inferential)* **5.** Adapt to the customs and styles of the people around you.

Extension Activity: *(Inferential and Critical/Creative)* Suggest that students keep a list of difficult or unfamiliar words and expressions that they encounter as they read the Twistaplot. Encourage them to use word-identification strategies such as the identification of prefixes, suffixes, roots, compound words, and context clues. You may also want to suggest that they use a dictionary.

Ask your students to write original sentences for each of the words. You may also want to ask some of your more creative students to write original idiomatic expressions using the vocabulary words. (Here are some you can expect: anxious, compartment, counteract, disaster, exceed, grasp, hesitates, phrase, restore, satchel, and thine.)

Name _____ *Date* _____

My Word!

Word War contains some special **sayings**, or expressions. If you understand the meaning of these sayings, you will increase your likelihood of successfully completing the Twistaplot.

Listed below are several short paragraphs. Each paragraph includes an underlined saying from the Twistaplot. Read each paragraph, and then, on a separate sheet of paper, write your name and define each of the underlined sayings. Be sure to rewrite each saying next to your definition.

1. For over fifty years, Mrs. Hernandez had typed her short stories on a typewriter. She refused to learn how to use a word processing program. She said, "You can't teach an old dog new tricks."

2. Rick rehearsed the song over and over again on the piano. He wanted to be sure he could play it at the concert without making an error. His music teacher had said, "Practice makes perfect."

3. Sharon was trying to memorize her lines for the class play. However, her sister Tina was playing the radio very loudly and she couldn't concentrate. Finally, at 8:30 P.M., Tina turned off the radio and went to sleep. Relieved, Sharon thought, "Silence is golden."

4. In his rush to get to the secret clubhouse on time, Rami misplaced the map that Ilan had drawn for him and got lost. He arrived an hour late. When Rami explained what had happened, Ilan told him to be more careful next time because, he said, "Haste makes waste."

5. Emily moved to a new neighborhood. The kids in her new school had a different way of playing soccer. At first Emily didn't want to change the way she played the game, but then she decided, "When in Rome, you do as the Romans do."

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

Map It Out!

Organizing Information

To be worked on as students read the Twistaplot

Learning Objectives: Students will be able to organize information using maps.

Directions to the Teacher: Make enough copies of the map of Truism for each child in your class. (See page 68 of this Guide.)

When students switch parts of two Cliché Cures they've taken to Grandfather's, they often end up with one Cure unjumbled and one still jumbled. They then must take the unjumbled Cure to the proper location and leave the jumbled one at Grandfather's. Keeping a running list of Cures they leave at Grandfather's will save much time when they try to unjumble another Cure. You might want to give them these instructions:

1. Whenever switching parts of the Cliché Cure gives you one unjumbled Cure and one jumbled one, write down the jumbled Cure on a separate sheet of paper before you choose **DONE**. You will leave the jumbled Cure at Grandfather's when you take the corrected Cure to its proper location.

2. After you've taken the corrected Cure to the proper location, look at the jumbled Cure on your list and then at any jumbled Cures you've written on the map. Does one of the cures on the map have words needed to correct the jumbled Cliché Cure at Grandfather's? If so, take that one to Grandfather's. If not, go to another location in Truism to find a Cliché Cure that will help you unjumble the one at Grandfather's.

Alternative Teaching Strategies and Tips: Have students work collaboratively in pairs. While one student operates the computer, the other can take notes on the map.

Answers: *(Literal and Inferential)* See the chart on page 48.

Extension Activity: *(Critical/Creative)* Divide the class into groups of five or six students. Direct each group to make a list of three expressions or sayings. Once the lists are made, have one student in each group write the sayings, in large block letters, on a separate piece of paper. Tell them to leave enough space so that another student can cut each saying into three parts. Have the students scramble the phrases and present them to another group, whose job it will be to unscramble them. Make sure that someone keeps the original list of phrases so that students have an answer key.

Name _____ Date _____

Map It Out!

Finding your way around the town of Truism isn't all that tricky, but keeping track of information in the story can be. Your teacher will give you a map of Truism that shows the Saying Spell you will find in each location. As you work at the computer, follow the steps below to help you complete the adventure successfully.

1. As you visit each place, you will see a jumbled Cliché Cure below a Saying Spell. On the map of Truism, record the jumbled Cure next to the location in which you found it. For example, when you find the jumbled Cliché Cure in the town hall, record it under "Silence is golden." Recording this information will help you bring the Cures back to the correct locations once you've unjumbled them at Grandfather's house. Remember: At the beginning of your adventure, the first part of each Cure is at the location where it will be needed to counteract the Saying Spell. The correct Cliché Cure for each location will have the opposite meaning of the Saying Spell.

2. Any time you take a Cliché Cure back to a location in Truism, whether or not it's completely unjumbled, write it down next to the first Cure you found at that place. Then, if you need parts of it to complete another jumbled Cure, you'll know where to find it.

3. When you have the last two jumbled Cliché Cures at Grandfather's house, as soon as you unscramble them **(before you press DONE)**, write them down in the correct locations on your map. Grandfather will help you get them there, so you won't have to "carry" them back, like the others. Then you will have an unscrambled Cliché Cure next to each Saying Spell on your map—and you will have saved Truism.

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

What's the Big Idea?

Higher Levels of Comprehension

To be worked on as students read the Twistaplot

Learning Objectives: Students will be able to identify main ideas and supporting details, understand cause-and-effect relationships, and draw conclusions. Students also will be able to take notes and compose short expository paragraphs.

Directions to the Teacher: Explorer's Log 4 will help organize and guide your students' thinking. For this reason, it is suggested that you distribute the Log soon after they have begun to read *Word War*, or before they begin a second version of the story.

Alternative Teaching Strategies and Tips: You may want to encourage students to brainstorm as they work collaboratively in small groups.

Answers: *(Literal)* **1.** He cast several spells. *(Inferential)* **2.** The citizens are unable to do their jobs or even play properly. *(Critical/Creative)* **3.** Grandfather might have been able to solve the problem. *(Critical/Creative)* **4.** Answers will vary. Possibilities: The town would have been safer. The people in the town might have read about what happened to them and figured out a way to help themselves.

Extension Activity: *(Critical/Creative)* Think about... Ask your students to imagine how they would feel if they really were trying to save the town of Truism. Ask them to think of situations in their lives in which they helped a grandparent or another older person. How did this make them feel?

Name _____ *Date* _____

What's the Big Idea?

You are more likely to be successful in completing *Word War* if you understand the **main idea** of the story and the **cause-and-effect relationship** of events. This Explorer's Log will help you do that.

As you read the Twistaplot, think about the questions below and **take notes**. Answer the questions when you have finished working at the computer. If you need more room to write, use the back of this Explorer's Log and number your answers.

1. What has Verbal von Doom done to the town of Truism?

2. What has happened to the town as a result of Verbal von Doom's actions?

3. How would the story have changed if Verbal von Doom had not cast a spell on "your grandfather's" voice?

4. How would the story have changed if Verbal von Doom had not cast a spell on the fire station? On the newspaper?

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

Think About It!

Higher Levels of Comprehension

To be worked on as students read the Twistaplot

Learning Objectives: Students will be able to sequence events, draw conclusions, and take notes.

Directions to the Teacher: Explorer's Log 5 will help organize and guide your students' thinking. For this reason, it is suggested that you distribute the Log soon after they have begun to read the adventure, or before they read *Word War* again.

Alternative Teaching Strategies and Tips: You may want to encourage students to brainstorm as they work collaboratively in pairs or small groups.

Answers: *(Literal)* **1.** (1) Pick up a scrambled Cliché Cure. (2) Take it to Grandfather's. (3) Pick up another Cliché Cure that contains words you need in order to correct the first one. (4) Take the second Cliché Cure to Grandfather's. (5) Switch parts to correct the first Cure. (6) If more words are needed, return the second Cliché Cure to its original location. (7) Find another scrambled Cure with the words needed to complete the first Cure. (8) Switch parts so that the first Cure is correct. (9) Take the corrected Cliché Cure to its correct location in Truism. *(Inferential)* **2.** If you take a Cliché Cure that doesn't contain words needed to correct the one at Grandfather's, you will have to take it (or the one already there) back. This will waste time. *(Critical/Creative)* **3.** If you bring the Cliché Cure back to the wrong location, it won't be able to counteract the Saying Spell.

Extension Activity: *(Critical/Creative)* Think about... Ask students to imagine what would happen if they were unable to put the Cliché Cures together and return them to the locations where they could counteract the Saying Spells. Have the students write two or three paragraphs describing the long-term effects on the town and citizens of Truism.

Name _____ *Date* _____

Think About It!

In order to successfully complete *Word War*, you must know the correct **sequence** in which to take action. As you read the Twistaplot, think about the questions below and **take notes**. This will help you make the right **decisions** as you work your way through the adventure.

Answer the questions when you have finished working at the computer. Use the back of this Explorer's Log, or a separate sheet of paper with your name at the top, and number each answer.

1. What is the correct sequence of steps you must take to counteract a Saying Spell? (Number each step.)

2. Why should you be sure that the second Cliché Cure you collect will help correct the one you've already left at Grandfather's house?

3. Why is it important to the story that you bring each Cliché Cure back to the correct location?

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

What Caused It?

Higher Levels of Comprehension

To be worked on as students read the Twistaplot

Learning Objectives: Students will be able to understand cause-and-effect relationships and take notes.

Directions to the Teacher: Explorer's Log 6 will help organize and guide your students' thinking. For this reason, it is suggested that you distribute the Log soon after they have begun to read the adventure, or before they read *Word War* again.

Alternative Teaching Strategies and Tips: You may want to encourage students to brainstorm as they work collaboratively in pairs or small groups.

Answers: *(Literal and Inferential)* **1.** He wanted to harm the town (cause) so he cast spells (effect) that created chaos. *(Literal and Inferential)* **2.** The people started crowding the post office to mail letters. *(Critical/Creative)* **3.** Answers will vary.

Extension Activity: *(Critical/Creative)* Have students create a list of cause-and-effect situations in their own lives, in events in their town, or in events in the news. (Example: There was a heavy rainstorm last night that caused the river to overflow.)

Name _____ *Date* _____

What Caused It?

You are more likely to be successful in completing *Word War* if you understand the **cause-and-effect relationships** in the story. This Explorer's Log will help you do that.

As you read the Twistaplot, think about the questions below and **take notes**. Answer the questions when you have finished working at the computer. If you need more room to write, use the back of this Explorer's Log and number your answers.

1. Describe the cause-and-effect relationship between Verbal von Doom's feeling for the town of Truism and the spells he cast there.

_____

_____

_____

_____

2. What was the effect of bringing the correct Cliché Cure to the post office?

_____

_____

_____

_____

3. How would the story have been changed if you had been able to cast a spell on Verbal von Doom? What sort of spell would you cast? What would you want its effect to be?

_____

_____

_____

_____

_____

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

What Happened Here?

Writing for Reflection

Postreading Activity

Learning Objectives: Students will be able to take notes, make an outline, and write for reflection. Students also will be able to follow directions.

Directions to the Teacher: Share with your students a newspaper article that describes an event or includes a short interview with someone who was present at an event. Call attention to the format and types of information included in the article. For example, "who, what, how, and why" kinds of information.

Have the students work in teams of two. Point out the list of questions in the Explorer's Log, and suggest that it could form the outline for their newspaper story.

Alternative Teaching Strategies and Tips: You may want to formally teach the lesson as a process-writing activity, including *prewriting, writing, revising, proofreading,* and *publishing* activities.

After completing the interviews, the class may want to make a newspaper that includes all of the stories. They can use a word processing program, such as *The Bank Street Writer III* (available from Scholastic) to give their work a more professional look.

Answers: *(Critical/Creative)* Answers will vary.

Extension Activity: *(Critical/Creative)* Have students select one of the clichés in the Twistaplot and describe an incident in their own lives in which the cliché proved true.

Name _____ *Date* _____

What Happened Here?

EXTRA! READ ALL ABOUT IT!
TOWN FREED FROM FIEND'S EVIL GRASP

Partners will be needed for this activity. One partner will pretend to be a reporter for Truism's local newspaper. The other partner will pretend to be a victim of Verbal von Doom's Saying Spell. Take turns being the reporter and the victim. Follow the directions below.

1. Select the townsperson you want to be and the headline for the article about you.

- ZOOKEEPER: "EVERYTHING WENT TOPSY-TURVY"
- POSTMASTER TELLS OF LONELY DAYS UNDER EVIL SPELL
- WHILE ENCHANTED, BASEBALL PITCHER WISHED HE WERE OCTOPUS
- MAYOR SAYS TRUISM ON THE MOVE ONCE AGAIN
- TEACHER RECALLS ENDLESS DAYS
- FIRE CHIEF GRATEFUL NOBODY WAS HURT

2. Take turns interviewing one another. Be sure to ask the following questions and **take notes** on the answers:

a. Who are you?

b. What problems did you experience because of Verbal von Doom's spell?

c. How was the problem solved?

d. Who solved the problem? Describe that person.

e. Why do you think Verbal von Doom wanted to harm the citizens of Truism?

f. What do you plan to do to protect yourself from such a disaster in the future?

3. After the first interview, switch places. If you were the reporter, you should now play the part of the townsperson. If you were the townsperson, you should now play the part of the reporter.

4. When the interviews have been completed, use your notes to write an **outline** of the article on the person you interviewed.

5. On a separate piece of paper with your name at the top, write the news article.

6. Read your article out loud to your partner to make sure it makes sense and switch papers to see if your partner has suggestions for improvement, such as more **descriptive words** and corrections of **grammar**, **spelling**, or **punctuation**.

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

Map Out Your World!

Cross-Curriculum Connections

Postreading Activity

Learning Objectives: Students will be able to extend their knowledge to the area of social studies. Students also will be able to follow directions and use map and note-taking skills.

Directions to the Teacher: Say to the class, "We are going to do a map project right in our neighborhood." Explain that students will make a map of their school's neighborhood. Start by asking students to close their eyes and visualize a two- or three-block area around the school. Tell them to pretend that they are walking around the area and making note of landmarks or points of interest.

If you want to create the list of landmarks as a class, write the landmarks on the chalkboard as students suggest them. Then have the students resequence the list so that it reflects the order in which these places are found coming from a specific direction. Finally, have them draw their maps on paper or oaktag.

Alternative Teaching Strategies and Tips: Have students who are able draw maps in an approximate scale. If students develop their lists of landmarks independently, remind them that when they switch maps with their neighbors they each may have chosen different sites.

Answers: *(Critical/Creative)* Answers will vary.

Extension Activity: *(Critical/Creative)* Have your students make a detailed map of the route from their home to school. Suggest that students use reference sources to locate maps that will show them how landmarks are indicated and how keys are used. Students may use a graphics program such as *Scholastic SuperPrint® II* to create and illustrate their maps.

The students' maps can be accompanied by a verbal list of directions, such as "Turn right at Jones Street. Go north on Jones Street for two blocks to Pineapple Street. Turn left…"

Name _____ *Date* _____

Map Out Your World!

When you read *Word War*, you may have used a **map** of Truism in order to track where you found the parts of Cliché Cures. Now you can use your skills as you create a map of the area around your school.

Follow the directions below.

1. Close your eyes. Imagine the different landmarks (points of interest, such as lakes, parks, and important buildings) that you would see while walking on the two or three blocks nearest your school. (If you live in a rural area, imagine the general area around your school.)
2. At the bottom of this page, list eight landmarks you would see on such a walk.
3. Draw a map of the area near your school. Include all the landmarks you mentioned in your list and label them. (Be sure to indicate which direction is north by including the following symbol on your map, and to write your name on your map.)

4. After you draw your map, trade it with a partner. Check each other's work for correct placement of the landmarks and for spelling.

Landmarks

_____

_____

_____

_____

_____

_____

_____

_____

Copyright ©1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

Name _____ Date _____

Copyright © 1990 by Scholastic Inc. Permission to reproduce this page for classroom use is granted by the publisher.

APPENDIX

Educator's Guide to Software Copyright Policies and Ethics

Scholastic believes educators are committed to protecting the intellectual property rights of software authors and publishers. At the same time, we have heard from many of you that the copy protection code often inconveniences or impedes the legitimate use of our software.

Beginning August 1, 1989, we have taken the extraordinary step of publishing *all* new Scholastic software without any copy protection code and have even removed such coding from our major products published before that date. For your further convenience and cost savings, we are also offering Customized Lab Packs and Site Licenses for these products. We hope other publishers will soon follow our lead in saying to educators: "You trust us; we trust you."

The following policies and procedures have been developed to protect the copyrights of Scholastic and its authors while at the same time providing educators with the greatest possible convenience when using Scholastic software. These policies are consistent with the 1987 Statement on Software Copyright issued by the International Council for Computers in Education (ICCE). Relevant sections from that document and a model copyright policy from the New York City Board of Education are included for your reference.

Scholastic Software Copyright Policy

I. All Scholastic non-copy-protected software packages consist of one Archival disk or set of disks, a Legal Copy label for each disk, and appropriate documentation. No back-up disk(s) are included since the Archival disk(s) will be the back-up(s) once Legal Copies are made.

II. As with all Scholastic software, non-copy-protected programs may be evaluated **free** for up to 30 days. During that time, the user MAY NOT make copies of any disks or documentation.

III. If the customer decides to purchase the software, the enclosed Software License and Warranty Agreement **must** be filled out and returned to Scholastic.

IV. The user then **must** use the Archival disk(s) to make one and only one Legal Copy of each Archival disk, for use at any one time.

V. Each Legal Copy disk **must** be labeled with the Scholastic Legal Copy label on which the user has entered the serial number provided on the Software License and Warranty Agreement.

VI. **Only** the Legal Copy may be used for educational purposes. The Archival disk **must** be stored, to be used again *only* to recopy the program if the Legal Copy becomes defective.

VII. Under **no** circumstances may the Legal Copy be used to make additional copies.

VIII. Schools needing multiple copies of a Scholastic program **may** either buy multiple Legal Copies in the form of Customized Lab Packs or purchase a Site License which entitles them to make unlimited Legal Copies for use within a designated school.

IX. Under Scholastic's unique LIFETIME WARRANTY, if the Archival disk or the Legal Copy disk itself becomes defective, it may be returned to Scholastic for a free replacement, no questions asked, no shipping or handling charge. However, please note that to be eligible for this Warranty, the customer **must** have filled out and returned to Scholastic the Software License and Warranty Agreement.

X. Customers currently owning copy-protected versions of titles that will now be published without the copy protection code are entitled to purchase non-copy-protected Legal Copies at low Customized Lab Pack prices. With such a purchase, the customer may also request the Archival disk(s) to be used to recopy the program, in case of Legal Copy disk failure.

XI. Scholastic programs are **not** to be loaded into more than one computer at a time, unless a Network License has been purchased from Scholastic. This restriction includes hard-disk-based networks, floppy-disk-based networks, and any and all multi-loading devices.

XII. Many Scholastic programs have been designed to be RAM-resident so that they can be removed from computers equipped with only a single disk drive, freeing the disk drive for graphics, data, or spell-checking disks. These programs are **not** intended to be multi-loaded. We believe multi-loading to be an educationally, economically, and legally unsound practice. It wastes valuable instructional time, may limit access to program options that are not wholly RAM-resident, and often leads to premature disk failure. Moreover, it violates the copyrights of our authors and is inconsistent with the rest of our Software Copyright policies which prohibit unauthorized copying, whether the copy is a temporary one (in RAM) or a permanent one (on disk).

We believe the policies listed above will serve the best interests of our customers, our authors, and the field of educational computing.

Excerpts from the 1987 Statement on Software Copyright: An ICCE Policy Statement

The following recommendations and guidelines were approved by the Board of Directors of ICCE in Jan., 1987, after having been developed by the 1986 ICCE Software Copyright Committee.

ICCE SUGGESTED SOFTWARE USE GUIDELINES

The 1976 U.S. Copyright Act and its 1980 Amendments remain vague in some areas of software use and its application to education. Where the law itself is vague, software licenses tend to be more specific. It is therefore imperative that educators read the software's copyright page and understand the licensing restrictions printed there. If these uses are not addressed, the following Guidelines are recommended. These Guidelines do not have the force of law, but they do represent the collected

opinion on fair software use by nonprofit educational agencies from a variety of experts in the software copyright field.

Back-Up Copy The Copyright Act is clear in permitting the owner of software a back-up copy of the software to be held for use as an Archival copy in the event the original disk fails to function. Such back-up copies are not to be used on a second computer at the same time the original is in use.

Multiple-Loading The Copyright Act is most unclear as it applies to loading the contents of one disk into multiple computers for use at the same time. In the absence of a license expressly permitting the user to load the contents of one disk into many computers for use at the same time, it is suggested that you not allow this activity to take place. The fact that you physically can do so is irrelevant. In an effort to make it easier for schools to buy software for each computer station, many software publishers offer lab packs and other quantity buying incentives. Contact individual publishers for details.

Local Area Network Software Use It is suggested that before placing a software program on a local area network or disk-sharing system for use by multiple users at the same time, you obtain a written license agreement from the copyright holder giving you permission to do so. The fact that you are able to physically load the program on the network is, again, irrelevant. You should obtain a license permitting you to do so before you act.

Model District Policy on Software Copyright

The following model policy was developed by the ICCE Software Copyright Committee, which recommended that school districts approve a policy along these or similar lines.

It is the intent of [district] to adhere to the provisions of copyright laws in the area of microcomputer software. It is also the intent of the district to comply with the license agreements and/or policy statements contained in the software packages used in the district. In circumstances where the interpretation of the copyright law is ambiguous, the district shall look to the applicable license agreement to determine appropriate use of the software (or the district will abide by its own approved software use guidelines).

We recognize that computer software piracy is a major problem for the industry and that violations of copyright laws contribute to higher costs and greater efforts to prevent copying and/or lessened incentives for the development of effective educational uses of microcomputers. Therefore, in an effort to discourage violation of copyright laws and to prevent such illegal activities:

1. The ethical and practical implications of software piracy will be taught to educators and school children in all schools in the district (*e.g.,* covered in fifth-grade social studies classes).
2. District employees will be informed that they are expected to adhere to section 117 of the 1976 Copyright Act as amended in 1980 governing the use of software (*e.g.,* each building principal will devote one faculty meeting to the subject each year).
3. When permission is obtained from the copyright holder to use software on a disk-sharing system, efforts will be made to secure this software from copying.
4. Under no circumstances shall illegal copies of copyrighted software be made or used on school equipment.
5. [Name or job title] of this school district is designated as the only individual who may sign license agreements for software for schools in the district. Each school using licensed software should have a signed copy of the software agreement.
6. The principal at each school site is responsible for establishing practices which will enforce this district copyright policy at the school level.

(Reprinted with permission)

Summary of Key Points

Scholastic recommends that school districts post a summary of the key points of their Copyright Policy wherever computers are in use in district buildings. For example, the New York City Board of Education prints the following information on a large poster that is posted conspicuously in every computer room, and next to computers that are available for staff and student use:

Copyright Law Restated

New York City Board of Education
Division of Computer Information Services
Office of Technical Assistance and Support
131 Livingston St., Brooklyn, N.Y. 11201

SOFTWARE POLICY

1. Duplication of copyrighted software is prohibited, except for a single Archival copy not to be used simultaneously with the original.
2. School computers may not be used to illegally duplicate copyrighted software.
3. The school must contact software publishers to obtain written permission and procedures for making back-up and multiple copies, other than a single Archival back-up.
4. The school must obtain written permission from the publisher to download or network programs to other microcomputers.
5. The use of illegally duplicated software, however obtained, is prohibited in all Board of Education facilities.
6. The school must obtain the written permission of the publisher to use the original software and its back-up simultaneously.
7. The Principal of each school is responsible for establishing practices which will enforce this policy on the school level.
8. This policy should be posted conspicuously in every computer room, and next to computers that are available for staff and student use.
9. Violators of this software policy will be subject to disciplinary action.

These regulations are applicable to all Board of Education facilities.

(Reprinted with permission)

Notes

Notes

Notes

Notes

Notes